

## DOCUMENT RESUME

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**INSTITUTION** Cashmere Consolidated School District, Wash.; Peshastin-Dryden School District, Wash.

**SPONS AGENCY** Office of Education (DHEW), Washington, D.C.; Washington State Coordinating Council for Occupational Education, Olympia.

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**ABSTRACT**

The curriculum materials for kindergarten through the fifth grade presented in the guide have been classroom developed and tested; they are the result of a project to establish a comprehensive career education program in the Cashmere and Peshastin-Dryden, Washington School Districts. An introduction discusses program goals, and is supplemented by the National Standard Career Education Model Goal Statements and a job cluster emphasis chart. The curriculum guide is organized according to: topic, grade level, program and course goals, instructional goals and behavioral objectives, learning activities, resources, estimated time involved, career education cluster, element of career education, subject area correlation, comments, and plans for evaluation. Units for individual grades number: 16 for kindergarten, 11 for grade 1, 15 for grade 2, 13 for grade 3, 12 for grade 4, and 16 for grade 5. The integrated curriculum materials emphasize people and their roles as workers, homemakers, and citizens. A guidance and library section discusses resources developed in the program. Teacher directed material is appended and includes: career education questions and answers, and outlined presentation of program planning, teaching suggestions, teacher evaluation of 78 commercial materials (including information on source, title, type, level, approximate cost, and comments), and a bibliography. (LH)

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**Washington State Coordinating Council for Occupational Education  
Research and Development Project  
in Career Education**

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**WASHINGTON STATE COORDINATING COUNCIL  
FOR OCCUPATIONAL EDUCATION**  
**VOCATIONAL EDUCATION DIVISION**

**Research and Development Project  
in Career Education**

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**Conducted in the Cashmere and  
Peshastin-Dryden School Districts**

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON, D.C. 20420

July 12, 1974

Dr. Richard D. Johnson  
Superintendent of Schools  
Cashmere, Peshastin and Dryden Districts  
210 South Division  
Cashmere, Washington 98815

Dear Dr. Johnson:

Paul Manchak, of the Montgomery Public Schools, was kind enough to send me a copy of his letter to you dated July 2, 1974. I wanted to drop you just a short note to add my high support to the kind remarks Mr. Manchak made to you in his letter. I have had, as you probably know, the opportunity of working with Dr. Ronald Frye of your staff at one of our Career Education mini-conferences here this summer. I, too, am very, very impressed at what you are doing. I hope that your efforts continue to expand. You certainly have one of the finest career education programs in the nation.

Sincerely,

Kenneth B. Hoyt  
Associate Commissioner  
Office of Career Education  
Bureau of Occupational and  
Adult Education

cc: Dr. Ronald Frye  
DDR. Paul Manchak



STATE OF WASHINGTON

OFFICE OF THE GOVERNOR

OLYMPIA

DANIEL J. EVANS  
GOVERNOR

April 30, 1974

Dear Citizens of the State of Washington:

Due to the prominent stature career education has taken in the State of Washington and across the country, research and development must be accomplished that will fill in educational gaps that have evolved.

It is evident that multi-agency cooperation with business, industry and labor is paramount to the research and development of career education Kindergarten through Adult. Washington's educational agencies will cooperate in endeavors which will determine "bench marks" or points of departure upon which multi-faceted career education can take place within our State and throughout the country.

Sincerely,

A handwritten signature in cursive script that appears to read "Daniel J. Evans".

Daniel J. Evans  
Governor

A handwritten signature in cursive script that appears to read "Frank Brouillet".

Frank B. Brouillet  
State Superintendent  
of Public Instruction

A handwritten signature in cursive script that appears to read "Arthur A. Binnie".

Arthur A. Binnie, Executive Director  
Coordinating Council  
for Occupational Education

A handwritten signature in cursive script that appears to read "John J. Purman".

John J. Purman, Director  
State Board for Community  
College Education

A handwritten signature in cursive script that appears to read "James M. Furman".

James M. Furman  
Executive Coordinator  
Council on Higher Education

## PREFACE

The curriculum materials in this booklet were developed and tested in the classroom by teachers in the Cashmere and Peshastin-Dryden, Washington School Districts. These curricular materials were then edited by Mrs. Bernadette Griffith, Coordinator of the Curriculum Component for the project. The material is intended for the use of teachers at the various grade levels and should be considered as a GUIDE and be looked upon as IDEAS which may be modified to fit into a particular classroom situation.

It is important to understand that in this booklet, Career Education is viewed as an ongoing process incorporated throughout the curriculum. Career Education is not a separate course in the curriculum, nor is it an isolated activity. Career Education has the potential of making learning more meaningful for students and teachers by introducing students to attitudes and life situations by incorporating these factors into "school work". The concept of a career-centered school program does not suggest that existing curriculum should be scrapped, but rather the intent is to revitalize education around a career-centered theme, emphasizing people and their roles as workers, homemakers, and citizens.

-----  
Ronald M. Frye  
Project Director

## A PROGRAM OF CAREER EDUCATION IN SMALL SCHOOLS

In the transition from a simple to a highly technical society, observations and employment of youth outside the school is less and less a part of life. Therefore, it becomes more and more the responsibility of the schools to inform youth about employment in the wide variety of occupations. This has become accepted as a major goal in American education.

### THE PROGRAM

Even though efforts have been made by schools to provide a variety of occupational programs, all too many youth are still leaving school with no knowledge of job availability or requirements. These youth have only limited knowledge of the attitudes and skills needed to secure, hold, and progress in an occupation.

Even though there is wide acceptance of career education as a responsibility of the school, it still remains isolated from the "general" curriculum in elementary and secondary schools.

Schools must allow students to develop some occupational potential and aid these students in identifying interests abilities, and opportunities in making career decisions.

PURPOSE:

The purpose of this project was to establish a comprehensive program of career education (K-14) in three small economically disadvantaged communities. The objectives of the project were intended to meet the needs of all children, serviced by the local education agencies, relevant to career education and orientation, vocational guidance and counseling. Further, the intent of this project was to provide a model with salient features that have both transportability and impact throughout the state of Washington and to other states.

GOALS:

1. To increase student awareness of the range of options open to them today and to probable future changes.
2. To increase the self-awareness of each student, modify attitudes about personal, social, and economic significance of work and to assist students in developing appropriate decision-making skills.
3. Stress, at the elementary level, career awareness.
4. Provide at the junior high or middle school level, career orientation and exploratory experiences.
5. To expose students to a variety of occupations, to inform them of occupational requirements and where possible, involve students in cooperative occupational programs and/or laboratory experiences. Also, where possible, to enable students to observe on-the-job performance.
6. Develop techniques, procedures and materials which complement existing curriculum.
7. Collect and utilize experiences, data, and materials from existing curriculum.

**GOALS (Continued)**

8. Involve all staff members in an in-service training program aimed toward career education.
9. To counsel students toward opportunities available to them after completion of high school.
10. To disseminate information and materials to educational agencies within the state and nation.

## GOALS

At the beginning of the project, it was discovered that a scope and progression sequence was needed to aid teachers with curriculum development. As a result of this need, a search was made to see if progression goals existed. The National Standard Career Education Model Goal Statements was discovered. It was felt that these goal statements would assist teachers at the various grade levels by aiding them to see a logical progression of development for career education. Plus, teachers discovered ideas as to how career education could be incorporated into their classrooms.

As a general rule, the goal statements were accepted for each grade level, but were not necessarily limited to that particular grade level. If a teacher was teaching in grade eight and felt strongly that a goal stated for grade four would better fit the needs of the material to be presented, the teacher was allowed to use the goal from grade four, but generally remained committed to the goals for grade eight.

Specific class objectives appear for each unit or activity printed in this guide. Credit for these objectives goes to each teacher who has contributed to the writing.

The following Goals Chart was printed with permission from Educational Properties Incorporated, P.O. Box DX-Irvine, California, 92664. An attractive 28" x 22" wall chart, printed in color, may be purchased by writing to the above address.

## GOAL STATEMENTS

ELEMENTS OF CAREER EDUCATION		APPRECIATIONS AND ATTITUDES	SELF AWARENESS	DECISION-MAKING	EDUCATIONAL AWARENESS	CAREER AWARENESS
AWARENESS	K	Understand the importance of each individual in the function of the home unit.	Understand the rights and responsibilities of the individual at home and school.	Become aware of cause and effect in making decisions.	Be aware of roles in the home and similar roles in the school.	Know the jobs of home members and school personnel.
	1	Learn to appreciate all individuals in the school setting.	Know the importance of "self" as an individual and as a worthy member of groups.	Be aware of the consequences of personal decision-making.	Understand the similarities and differences between home roles and school roles.	Relate home and school jobs to community functions.
	2	Be aware of the importance of getting along with other people.	Be aware of the capabilities and limitations of individuals.	Analyze alternatives to problems and be able to express them verbally and in written form.	Relate basic skill development to life roles within the community.	Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.
	3	Realize the contributions of community members to the student and others.	Recognize attitudes toward learning tools and their value in achieving individual goals.	Identify components of decision-making process.	Understand the similarities and differences between life roles and learned skills.	Compare local jobs to jobs in general.
	4	Be aware of the wage earner's job and how it affects the home unit.	Relate the mastery of educational skills to individual success.	Realize the need for goals in life-style decisions.	Be aware of individual strengths and weaknesses as related to peer groups.	Group cluster jobs according to similarity of job performances.
	5	Analyze working roles as to advantages and disadvantages.	Be aware of the individual's rights and responsibilities as a worker.	Apply decision-making process to school related problems.	Understand the relationships between the role of the individual, his environment and the roles of selected adults.	Understand the impact of career clusters on life-styles.
	6	Understand the relationship between occupations and their growth and development.	Select career clusters as related to individual strengths and weaknesses.	Apply the decision-making process to home and social related problems.	Understand the relationships between people and their effect on the accomplishment of tasks.	Recognize abilities and skills required for various career clusters.
	P	Appreciating the forces of life-time endeavour and work.	Observe career clusters as related to interests and abilities.	Weigh long and short range effects of different alternatives to specific problems.	Identify and understand values as they relate to life-styles.	Understand the relationships between interests and values and career clusters.
	R	Understand the impact of one's own life and environment in making career choices.	Develop self-perception of interests and abilities as related to career choice.	Apply decision-making process to study of careers.	Identify present life-style and conditions determining that style.	Understand the relationships between interests and abilities and career clusters.
ORIENTATION	W	State, evaluate and prioritize vocational interests.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.
	E	Identify and evaluate interests and abilities for career choice.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.
	P	Identify and evaluate interests and abilities for career choice.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.
	C	Identify and evaluate interests and abilities for career choice.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.
EXPLORATION	W	Identify and evaluate interests and abilities for career choice.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.
	E	Identify and evaluate interests and abilities for career choice.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.
	P	Identify and evaluate interests and abilities for career choice.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.
PREPARATION	W	Identify and evaluate interests and abilities for career choice.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.
	E	Identify and evaluate interests and abilities for career choice.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.
	P	Identify and evaluate interests and abilities for career choice.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.
WORK EXPERIENCE	W	Identify and evaluate interests and abilities for career choice.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.
	E	Identify and evaluate interests and abilities for career choice.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.
PLACEMENT	W	Identify and evaluate interests and abilities for career choice.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.
	E	Identify and evaluate interests and abilities for career choice.	Identify and evaluate interests and abilities for career choice.	Analyze and evaluate interests and abilities for career choice.	Determine a tentative personal estimate to acquire necessary and desired educational skills.	Based on understanding of interests, values and abilities, study career clusters during course in career clusters.

# GOAL STATEMENTS

CONDITIONS STUDIES	SELF AWARENESS	DECISION- MAKING	EDUCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS	SKILL AWARENESS, BEGINNING COMPETENCE	EMPLOYABILITY SKILLS
Important in the home	Understand the rights and responsibilities of the individual at home and school.	Become aware of cause and effect in making decisions.	Be aware of roles in the home and similar roles in the school.	Know the jobs of home members and school personnel.	Identify within the home unit: What is available, needed, wanted, luxury	Identify different tools for different care	Understand the need to share and cooperate to complete tasks.
We all in school	Know the importance of "self" as an individual and as a worthy member of groups.	Be aware of the consequences of personal decision-making.	Understand the similarities and differences between home roles and school roles.	Relate home and school jobs to community functions.	Be aware of the exchange of goods and services	Be aware that school is a job that requires mastery of basic skills for success	Acquire the ability to develop rules with others, accept direction and take responsibility.
Importance with other	Be aware of the capabilities and limitations of individuals.	Analyze alternatives to problems and be able to express them verbally or in written form.	Relate basic skill development to life roles within the community.	Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	Understand the money exchange system vs. the barter system	Understand the use of various communication tools and their effect on life-style and future career choices	Identify styles of interaction that contribute to individual and group goals.
Relations between adults to children	Recognize attitudes toward learning tools and their value in achieving individual goals.	Identify components of decision-making process.	Understand the similarities and differences between life roles and learned skills	Compare local jobs to jobs in general	Understand our monetary system.	Understand the use of additional tools and their effect on life-style and future career choices	Understand how to resolve personal conflict between individual and group goals.
Work place and work	Relate the mastery of educational skills to individual outcomes.	Realize the need for goals in life-style decisions.	Be aware of individual strengths and weaknesses as related to peer groups	Group cluster jobs according to similarity of job performances.	Understand the process of production and distribution of goods and services.	Understand and master the use of tools for measurement and extension of energy in simple machines.	Participate in active groups in order to develop individual and group goals.
Worker as a worker	Be aware of the individual's rights and responsibilities as a worker	Apply decision-making process to school related problems.	Understand the relationships between the role of the individual, his environment and the roles of selected adults.	Understand the impact of career clusters on life-styles.	Be aware of the law of supply and demand.	Participate in and understand the processes of mass production. Master of several measurement tools.	Understand how to relate the school environment to society at large and the need for structure and order.
Individual and society	Select career clusters as related to individual strengths and weaknesses.	Apply the decision-making process to home and social related problems.	Understand the relationships between people and their effect on the accomplishment of tasks	Recognize abilities and skills required for various career clusters.	Understand that specialization creates an interdependent society	Understand tools and processes used in research. Simple machines combine to produce complex mech.	Identify the individual's role in society and its effect on increased personal satisfaction and improved group achievement and morale.
Individual and society	Understand the relationship between workers as individuals and society.	Weight long and short range effects of different alternatives to specific problems.	Identify and understand values as they relate to life-styles.	Understand the relationships between attitudes and values and career clusters.	Develop the concept of management of finances (earning, spending, borrowing, savings).	Master the use of tools and processes used in research in the physical and social sciences. Understand use of tools in selected career clusters.	Understand the social and personal relationship and their effect on employment.
Individual and society	Understand the relationship of workers as individuals to society.	Apply decision-making process to study of careers.	Identify present life-style and determine decision-making that style.	Understand the relationships between interests and abilities and career clusters.	Understand economic potential as related to career clusters. I.e., relate cost of entering & field to future expected income.	Use basic tools found in career clusters.	Relate personal and social interaction skills to career clusters.
Individual and society	Understand the relationship of workers as individuals to society.	Understand a tentative personal schedule to acquire knowledge and related experiences in career clusters.	Based on understanding of interests, values and abilities, start career clusters.	Understand the Tools of Decision Based and Interpretation, graphs, and charts used in a consumer.	Match necessary skills and processes with selected career clusters.	Understand the skills necessary to acquire, maintain and progress in employment	
Individual and society	Understand the relationship of workers as individuals to society.	Understand a tentative personal schedule to acquire knowledge and related experiences in career clusters.	Based on understanding of interests, values and abilities, start career clusters.	Understand the Tools of Decision Based and Interpretation, graphs, and charts used in a consumer.	Match individual abilities and interests with skills and processes needed in career clusters.	Develop personal and social inter-action skills related to in-depth study of one career cluster.	

CASHMERE, PESHASTIN-DRYDEN  
CAREER EDUCATION PROJECT

CAREER EDUCATION CLUSTER - - EMPHASIS CHART

CAREER CLUSTER	K	1	2	3	4	5	6	7	8	9	10	11	12
BUSINESS AND OFFICE		X	X				X	X			X	X	X
MARKETING AND DISTRIBUTION	X		X	X	X		X	X			X	X	
COMMUNICATIONS AND MEDIA		X								X	X	X	
CONSTRUCTION					X					X	X	X	X
MANUFACTURING					X	X				X	X		
TRANSPORTATION	X			X				X					
AGRI-BUSINESS & NATURAL RESOURCES	X	X	X	X	X			X		X	X	X	
MARINE SCIENCE								X					
ENVIRONMENTAL CONTROL					X			X	X			X	
PUBLIC SERVICES	X	X	X				X	X			X	X	
HEALTH							X	X				X	
HOSPITALITY AND RECREATION		X	X				X	X			X	X	X
PERSONAL SERVICES		X						X					
FINE ARTS AND HUMANITIES			X	X			X	X			X	X	X
CONSUMER AND HOMEMAKING		X	X	X						X	X	X	X

CASHMERE, PESHA STIN-DRYDEN  
CAREER EDUCATION PROJECT

ELEMENTS OF CAREER EDUCATION - - EMPHASIS CHART

	K	1	2	3	4	5	6	7	8	9	10	11	12
ELEMENTS OF CAREER EDUCATION	X	X	X	X	X	X	X	X	X	X	X	X	X
APPRECIATIONS AND ATTITUDES	X	X	X	X	X	X	X	X	X	X	X	X	X
SELF AWARENESS	X	X	X	X	X	X	X	X	X	X	X	X	X
DECISION-MAKING	X	X	X	X	X	X	X	X	X	X	X	X	X
EDUCATIONAL AWARENESS	X	X	X	X	X	X	X	X	X	X	X	X	X
CAREER AWARENESS	X	X	X	X	X	X	X	X	X	X	X	X	X
ECONOMIC AWARENESS	X	X	X	X	X	X	X	X	X	X	X	X	X
SKILL AWARENESS, BEGINNING	X	X	X	X	X	X	X	X	X	X	X	X	X
EMPLOYABILITY SKILLS	X	X	X	X	X	X	X	X	X	X	X	X	X

CASHMERE, PESHASTIN-DRYDEN  
CAREER EDUCATION PROJECT

UNIT TITLES: KINDERGARTEN

1. Home and School Jobs . . . . . K-A-1  
Pat Beck
2. Community Workers . . . . . K-B-1  
Pat Beck
3. Rights and Responsibilities . . . . . K-C-1  
Pat Beck
4. The Grocery Store . . . . . K-D-1  
Pat Beck
5. Self Awareness . . . . . K-E-1  
Pat Beck
6. I Can Cook (Thanksgiving feast) . . . . . K-F-1  
Pat Beck, Barbara Schmitzen
7. Transportation . . . . . K-G-1  
Pat Beck
8. The Family Unit . . . . . K-H-1  
Pat Beck
9. Individual Responsibilities . . . . . K-I-1  
Pat Beck
10. School Personnel . . . . . K-J-1  
Pat Beck
11. I Am Unique . . . . . K-K-1  
Icyle Zediker
12. The Grocery Store . . . . . K-L-1  
Icyle Zediker
13. Who Handles the Milk Before You Do? . . . . . K-M-1  
Icyle Zediker
14. What Do Fathers and Mothers Do? . . . . . K-N-1  
Icyle Zediker
15. Accepting Responsibility . . . . . K-O-1  
Icyle Zediker
16. Sharing . . . . . K-P-1  
Icyle Zediker

PROGRAM GOAL: The student will know the jobs of home members and school personnel.		SCHOOL: Vale Elementary
COURSE GOAL: The student will examine and identify the jobs of home members and school personnel.	GRADE: Kindergarten	EST. TIME INVOLVED: 2 week unit
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of various jobs in the home and the tools necessary for the job.</p> <p>I.G. The student is aware of jobs outside the home and the tools necessary for the job.</p> <p>B.O. The student will describe the type of work that is done at home and the tools necessary (if any) to perform jobs done in the home.</p> <p>B.O. The student will identify a card depicting a specific occupation.</p> <p>B.O. The student will describe verbally the work done outside the home by family members.</p>	<ol style="list-style-type: none"> <li>1. Discuss: <ul style="list-style-type: none"> <li>a) How do you help at home?</li> <li>b) What jobs need to be done at home?</li> <li>c) Why are some family members more capable than others to perform some task? (age, size, etc.)</li> </ul> </li> <li>2. Each child will take a picture from the picture chart and discuss: <ul style="list-style-type: none"> <li>a) What is the job? (describe)</li> <li>b) Who does the job and why?</li> <li>c) Why does the job need to be done?</li> <li>d) What tools (if any) are needed to complete the task?</li> </ul> </li> <li>3. Lessons #5 (#2) and #6 (#2) from Level I Peabody Kit.</li> <li>4. The students will identify the 11 people cards.</li> <li>5. Each student will verbally describe in a tape recorder his/her mother's and/or father's job performed outside the home</li> </ol>	Picture chart made from magazines; pictures that would represent a job to be done in the home, e.g. mop, washer, refrigerator, etc. Peabody Language Kit Tape recorder Book: <u>Guess Who?</u> , Anne B. Ball
COMMENTS:	CAREER EDUCATION CLUSTER:	All
	ELEMENT OF CAREER EDUCATION:	Career Awareness
	SUBJECT AREA CORRELATION:	Social Studies
PLANS FOR EVALUATION:	Developed By:	Mrs. Pat Beck
Activities are self-evaluating by teacher observation.		K-A-I

PROGRAM GOAL:	COURSE GOAL:	Continued from Page K-A-1	SCHOOL:
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	GRADE:
COMMENTS:	PLANS FOR EVALUATION:	CAREER EDUCATION CLUSTER:	EST. TIME INVOLVED:
<p>.0. The student will shape from clay the tools used in jobs outside the home by family members.</p>	<p>6. Discuss and list the tools used in jobs outside the home by family members.</p> <p>7. Each student will shape in clay the tools used in jobs outside the home by family members.</p>	<p>Clay</p> <p>Tagboard for chart</p>	
			Developed By: _____
			K-A-2

PROGRAM GOAL:	TITLE: COMMUNITY WORKERS The student will know the jobs of house members and school personnel.		SCHOOL:	Vale Elementary
GRADE:	Kindergarten		EST. TIME INVOLVED:	
COURSE GOAL:	The student will examine some specific community jobs.		RESOURCES	
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES			
I.G. The student will examine and identify the jobs of a policeman, baker, farmer and band leader.	<ol style="list-style-type: none"> <li>1. Each child chooses a hat that represents one of the above people from the Put-Together-People puzzle and then selects the puzzle pieces that correspond to that person's job.</li> <li>2. After completion of the puzzle each child draws a picture of the person selected and dictates to the teacher two facts about that person's job.</li> </ol>		Put-Together-People-Puzzle (Represents the following occupations: policeman, baker, band leader and farmer.)	
COMMENTS:	This is a supplementary activity used during choosing time at the language table.		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: Career Awareness SUBJECT AREA CORRELATION: Social Studies	
PLANS FOR EVALUATION:	Developed By: Pat Beck			K-B-1

TITLE RIGHTS AND RESPONSIBILITIES		SCHOOL:	Vale Elementary
PROGRAM GOAL:	The student will understand the rights and responsibilities of the individual at home and school	GRADE:	Kindergarten
COURSE GOAL:	The student recognizes the basic classroom responsibilities.	EST. TIME INVOLVED:	One day
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
I.G. The student is aware of the necessity to share in a home and classroom setting.  B.O. The student will describe a way in which he or she shares at home or school.	<ol style="list-style-type: none"> <li>View filmstrip of "How the Lollipop Dragon Got His Name" (sharing theme)</li> <li>Discuss briefly what the town of Tum-Tum shared with the Lollipop Dragon.</li> <li>Each child will state in sentence form how he or she shares at home or school. Their responses will be written on a large chart by the teacher and read back to the class.</li> </ol>	Lollipop Dragon filmstrip SVE-Singer Chart	
COMMENTS:  One attitude a day is covered.		CAREER EDUCATION CLUSTER: None	
		ELEMENT OF CAREER EDUCATION: Self Awareness	
		SUBJECT AREA CORRELATION: Mental Health Education	
PLANS FOR EVALUATION:  Activities in this unit are self-evaluated by teacher observation.		Developed By:  Pat Peck	

PROGRAM GOAL: The student will understand the rights and responsibilities of the individual at home and school.

COURSE GOAL: The student recognizes the basic classroom responsibilities.

SCHOOL: Vale Elementary

GRADE: Kindergarten

EST. TIME INVOLVED:

One day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student recognizes the reasons for working with others</p> <p>B.O. The student will participate in a discussion of how the characters in The Little Red Hen could have worked together to make the bread.</p>	<ol style="list-style-type: none"><li>1. View Lollipop Dragon filmstrip on working together.</li><li>2. Discuss filmstrip.</li><li>3. Read book <u>The Little Red Hen</u>.</li><li>4. Act out the story of <u>The Little Red Hen</u> with puppets.</li><li>5. Discuss how the characters could have worked together.</li></ol>	<p>Book: <u>The Little Red Hen</u></p> <p>Lollipop Dragon filmstrip</p> <p>Stick puppets of the characters in <u>The Little Red Hen</u>.</p>

COMMENTS:	CAREER EDUCATION CLUSTER: None ELEMENT OF CAREER EDUCATION: Self Awareness SUBJECT AREA CORRELATION: Mental Health
PLANS FOR EVALUATION:	Developed By: Mrs. Pat Beck K-C-2

PROGRAM GOAL: The student will understand the rights and responsibilities of the individual at home and school.	SCHOOL: Value Elementary
COURSE GOAL: The student recognises the basic classroom responsibilities.	GRADE: Kindergarten
	EST. TIME INVOLVED: One day
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES
I.G. The student recognizes the need to take turns.	<p>1. View Lollipop Dragon filmstrip on taking turns.</p> <p>2. Discuss briefly the filmstrip. (emphasize the words: "please", "thank you" and "you're welcome".)</p> <p>3. Read book: <u>Let's Be Enemies</u></p> <p>4. Each child role-plays how he or she takes turns at school or home.</p>
B.O. The student will role-play how he or she takes turns at school or home.	
COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
PLANS FOR EVALUATION:	Note Self Awareness Mental Health
	Developed By: Pat Beck
	K-C-3

**PROGRAM GOAL:** The student will understand the rights and responsibilities of the individual at home and school.

**COURSE GOAL:** The student recognizes the basic classroom responsibilities.

SCHOOL: Vale Elementary	GRADE: 1
EST. TIME KINDERGARTEN	One day
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES
I.G. The student recognizes the reason for good manners.	<ul style="list-style-type: none"> <li>1. Each student will state in sentence form why manners are important.</li> <li>2. Their responses will be written down on a group experience chart by the teacher and copied on ditto's to give each child.</li> </ul>
B.O. The student will state in sentence form what are good manners.	
COMMENTS:	
PLANS FOR EVALUATION:	
CAREER EDUCATION CLUSTER:	
ELEMENT OF CAREER EDUCATION:	None
SUBJECT AREA CORRELATION:	Self Awareness Mental Health
DEVELOPED BY:	Patt - Beck
K-C-4	

PROGRAM GOAL: The student will identify within the home unit what is available, needed, wanted, luxury.		SCHOOL: Vale Elementary																				
GRADE: Kindergarten		EST. TIME INVOLVED: 2 days																				
COURSE GOAL: The student will recognize the basic functions of operating a grocery store.																						
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES																				
I.G. The student understands that different coins have different values.  B.O. The student will describe the coins by size, color, and design.  B.O. The student will identify the value of a penny, nickel, quarter, and half-dollar in relation to how many pennies it is equal to.  B.O. The student will participate in a discussion of "what can you buy with a dime?"  B.O. The student will spend a dime at the local dime store.  B.O. The student will participate in a follow-up discussion of what they bought.	<ol style="list-style-type: none"> <li>1. Compare size, value, color and design of a penny, nickel, quarter and half-dollar.</li> <li>2. Compare the value of the different coins in relation to the amount of candy that could be purchased by a student.</li> <li>3. Play the game "Heads and Tails". Students try to guess what side of the coin is up.</li> <li>4. Discuss what you can buy with a dime.</li> <li>Use poster from Scholastic - Let's Find Out - Feb. 1973, to stimulate discussion.</li> <li>5. Take small groups to local dime store to spend a dime.</li> <li>6. Follow-up discussion of what each student purchased with his dime.</li> </ol>	Real money on stick board. Scholastic - Let's Find Out February, 1973 Poster - "What Can You Buy With A Dime" Field Trip: Local Dime Store <table border="1"> <tr><td>10</td><td>MONEY</td></tr> <tr><td>2 00</td><td>MONEY</td></tr> <tr><td>3 000</td><td>CHART</td></tr> <tr><td>4 0000</td><td>FILLED</td></tr> <tr><td>5 00000</td><td>WITH PENNIES</td></tr> <tr><td>6 000000</td><td></td></tr> <tr><td>7 0000000</td><td></td></tr> <tr><td>8 00000000</td><td></td></tr> <tr><td>9 000000000</td><td></td></tr> <tr><td>10 000000000</td><td></td></tr> </table>	10	MONEY	2 00	MONEY	3 000	CHART	4 0000	FILLED	5 00000	WITH PENNIES	6 000000		7 0000000		8 00000000		9 000000000		10 000000000	
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COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Economic Awareness Math - The Store																				
PLANS FOR EVALUATION:	Developed By:	Pat Beck																				

## PROGRAM GOAL:

SCHOOL: VILLE ELEMENTARY

COURSE GOAL:  
Continued from K-D-1GRADE: Kindergarten  
EST. TIME INVOLVED: 1 day

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student will be aware of the various jobs found in a grocery store.</p> <p>I.G. The student will be aware of the various merchandise found in a store.</p> <p>B.O. The student will participate in a discussion of how they could make a grocery store in the classroom.</p> <p>B.O. The student will verbally list types of people and their job descriptions of grocery store employees.</p> <p>B.O. The student will verbally give ideas of what he/she could bring from home to make the grocery store.</p> <p>B.O. The student will draw items of what he/she would buy at a grocery store.</p>	<ol style="list-style-type: none"> <li>1. Discuss whether we could make a store in the room.</li> <li>a) discuss different types of stores they use.</li> <li>b) could we make a grocery store in the classroom.</li> <li>2. Discuss and list the types of people who would work in a grocery store. Also discuss and list what they do on their jobs.</li> <li>3. Discuss what the students could bring from home to make a grocery store.</li> <li>4. Discuss the different groupings of products in a grocery store.</li> <li>5. Draw on ditto what they would buy at a grocery store if they went shopping.</li> </ol>	Ditto (with picture of a shopping cart)

COMMENTS: The teacher may label the articles the students drew on the ditto.

CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:  
Pat Beck

PROGRAM GOAL:		SCHOOL:	Vale Elementary
Continued from K-D-2		GRADE:	Kindergarten
COURSE GOAL:		EST. TIME INVOLVED:	
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
<p>B.O. <b>The student will help set up the play grocery store.</b></p> <p>B.O. <b>The student will choose to spend 10¢ (10 bottle caps) at the classroom grocery store, or take on other store personnel jobs.</b></p>	<ol style="list-style-type: none"> <li>Divide class into two groups.</li> <li>One group will price the grocery articles (brought from home) to be used in the store. The prices will range from 1¢ to 10¢.</li> <li>The second group will categorize the grocery articles into groups: i.e. dairy, canned goods, frozen foods, etc.</li> <li>Each student will be given 10¢ (play) from the banker. They will buy as many articles at the store as they can without going over the limit. Items will be purchased one at a time. (Students not playing consumer roles will choose from other store roles, e.g. cashier, boxboy, etc.) Students rotate their choice of roles.</li> </ol>	<p>Marking pens</p> <p>Empty boxes and cans, etc., from home.</p>	
COMMENTS: The activity Playing store should be carried out over several days with some changes in procedure. - Change in money, etc.		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	
PLANS FOR EVALUATION:		Developed By:	Pat Beck
K-D-3			

PROGRAM GOAL:	The student will understand rights and responsibilities of the individual at home and school.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will recognize his importance as an individual.	GRADE:	Kindergarten
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
<p>I.G. The student is aware of his abilities, capabilities and limitations.</p> <p>I.G. The student is aware of the abilities, capabilities and limitations of his peers.</p> <p>B.O. The student will participate in class discussions regarding himself.</p> <p>B.O. The student will draw a self portrait.</p> <p>B.O. The student will draw two pictures of some skills he can perform.</p>	<ol style="list-style-type: none"> <li>1. Introduce by showing SVE picture of girl looking into a mirror.</li> <li>2. Have each student look into full length mirror, describe his physical features and discuss similarities and differences among the other students.</li> <li>3. Each student then draws portrait of himself. (Teacher keeps paper).</li> <li>4. Read poem from poetry poster - students supply the last word in the poem.</li> <li>5. Students print their names on bottom of their portraits.</li> <li>6. Read poem - I Can Move, using types and other articles to illustrate poem.</li> <li>7. Class discussion of "What else they can do." Base discussion around the following categories: sensory, language, symbolization, problem solving, motor, creative, people, and self-esteem.</li> </ol>	<p>Books:  <u>A-Y Me I Want to Be,</u>  <u>Karla Kuskin Poems for Galloping,</u>  <u>Quackenbush Just Me,</u> Marie Hull</p> <p>Poems:  "Too Short, Too Tall, Too Fat, Too Thin," <u>Young Children's Encyclopedia</u>  "<u>I Can Move</u>," <u>Let's Find Out</u>, Scholastic, Dec. 1970  "<u>I'm Special</u>," How I Feel,  Geo. Brown, My Weekly Reader  "About Me", Ruth Kraus,  Poetry</p>	
COMMENTS:	Any poems or stories pertaining to "self" can be used.	CAREER EDUCATION CLUSTER:	Not Applicable
		ELEMENT OF CAREER EDUCATION:	Self Awareness
		SUBJECT AREA CORRELATION:	Lang. Arts, Social
PLANS FOR EVALUATION:		Developed By:	Studies, Health, Art
			Pat Beck

**TITLE:** SELF AWARENESS

PROGRAM GOAL:

SCHOOL: Vale Elementary

COURSE GOAL:

GRADE: Kindergarten  
EST. TIME INVOLVED:

Continued from page K-E-1

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<ol style="list-style-type: none"><li>8. Each student will draw at least two pictures depicting what he can do. These pictures will be labeled and put on a group poster.</li><li>9. Review with class the poster.</li><li>10. Each student will choose one particular skill he can perform and illustrate it on paper.</li><li>11. Each will label paper (I Can. . . .). Staple all papers together for each student to keep.</li></ol>	
COMMENTS:		<p>CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:</p> <p>Pat Beck</p>
PLANS FOR EVALUATION:	K-E-2	Developed By:

PROGRAM GOAL: The student will understand the rights and responsibilities of each individual at home and school		SCHOOL: Vale Elementary GRADE: Kindergarten EST. TIME INVOLVED:
COURSE GOAL: The student is aware of the importance of being responsible for the accomplishment of a given or chosen task.		
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the process of preparing a meal.  B.O. The student will identify his favorite foods.  B.O. The student is responsible for bringing one vegetable to school.  B.O. The student will make a vegetable print.  B.O. The student will participate in the preparation and serving of a meal.	<ol style="list-style-type: none"> <li>1. Each student will draw a picture of what he likes to eat at Thanksgiving. (teacher label).</li> <li>2. The student will identify which category his vegetable belongs, e.g. leaves, stems, roots, fruit and seeds.</li> <li>3. Students name other vegetables and categorize them.</li> <li>4. The student will choose a card that depicts a specific food, e.g. pie, cake, salad, meat, etc. He then chooses what utensils he needs to prepare that food and discusses the procedure needed.</li> <li>5.. Class discussion of safety rules for cooking, the need for measurement, following directions, etc.</li> </ol>	12 x 18 drawing paper. chart illustrating categories of vegetables. Cooking utensils: Pans, spoons, measuring cups, etc. Yellow and orange paint. Ingredients for meal: Bread, butter, peanut butter, vegetables Lemon and orange.
COMMENTS: The preparation for the meal should be completed early in the session, so the class can be ready to eat at the end of the session.		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION: PLANS FOR EVALUATION:
		Consumer and Homemaking Self Awareness Health, Social Studies Developed By: Pat Beck Barbara Schmittten

PROGRAM GOAL:

PROGRAM GOAL:

SCHOOL: Vale Elementary

GRADE: Kindergarten

Continued from page K-F-1

COURSE GOAL:

INSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

6. Student uses a lesson or orange dipped in paint to print on paper a design.
7. Each student will choose a group representing the following activities: vegetable stew, stuffed celery with peanut butter, bread or butter. The students then prepare their Thanksgiving feast and eat.

RESOURCES

ITEMS: Supplementary activities: making place mats, decorating table cloths, etc.

CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

K-F-2

Pet Beck  
Barbara Schmitten

PROGRAM GOAL: The student can identify different tools for different careers.		SCHOOL: Vale Elementary
COURSE GOAL: The student is aware that specific occupations require specific tools.		GRADE: Kindergarten
		EST. TIME INVOLVED: 4 days
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of different types of transportation. I.G. The student is aware of the jobs involved in transportation.  B.O. The student can identify jobs and the types of transportation related to those jobs.	<ol style="list-style-type: none"> <li>Each student will cut and paste at least 3 pictures from newspapers or magazines that relate to transportation and paste them on a piece of paper.</li> <li>Play record "Going for a Ride". Students then complete the following sentence: "I am going for a ride in a . . . . ."</li> <li>Each student will draw one form of transportation and the person, if any, who operates it.</li> <li>Class discussion of all forms of transportation.</li> <li>Students role play types of transportation and the jobs involved using the pictures the students drew the day before.</li> </ol>	Books: <u>I Want to Be a Ship Captain</u> , <u>Greene</u> <u>The Great Big Car and Truck Book</u> , <u>Scarry</u> <u>The True Book of Transportation</u> , <u>Powell</u> <u>I Want to be a Road Builder</u> , <u>Greene</u> <u>One is the Engine, Meeks Fast Trains, Busy Trains, Baan</u> <u>I Want to be a Bus Driver</u> , <u>Greene</u> <u>The True Book of Travel</u> , <u>Hornby</u> <u>I Want to be an Airplane Hostess</u> , <u>Greene</u>
COMMENTS:	CAREER EDUCATION CLUSTER:	Transportation
	ELEMENT OF CAREER EDUCATION:	Skill Awareness, Beg. Comp.
	SUBJECT AREA CORRELATION:	Social Studies, Art, Lang.
PLANS FOR EVALUATION:	Developed By Arts, Creative Dramatics	Pat Beck

**TITLE:** TRANSPORTATION

**PROGRAM GOAL:**

**COURSE GOAL:**

**SCHOOL:** VILLS ELEMENTARY

**GRADE:** Kindergarten

**EST. TIME INVOLVED:**

Continued from page K-G-1

**INSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES**

LEARNING ACTIVITIES

RESOURCES

Books - Cont'd

The True Book of Airports  
and Airplanes, Lewellen

Record: Going For a Ride,  
Seasame Street

Newspapers, scissors, glue,  
paper, crayons.

**COMMENTS:**

**CAREER EDUCATION CLUSTER:**  
**ELEMENT OF CAREER EDUCATION:**  
**SUBJECT AREA CORRELATION:**

**PLANS FOR EVALUATION:**

Developed By:

Pat Beck

K-G-2

PROGRAM GOAL: The student will understand the importance of each individual in the function of the home.		SCHOOL: Vale Elementary
GRADE: Kindergarten		EST. TIME INVOLVED: one week
COURSE GOAL: The student will recognize his importance as a family member.		
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the need for cooperation among family members. I.G. The student is aware of similarities and differences between family units.  B.O. The student can identify the specific roles of family members. B.O. The student can distinguish the differences and similarities between family units.  B.O. The student can conclude that all members of a family unit are important.  B.O. The student can describe the role friends play in the family unit. B.O. The student can identify the role pets play in the family unit.	<ol style="list-style-type: none"> <li>1. Read poem - "Come Live With Me."</li> <li>2. Students color house ditto; and discuss the physical characteristics of each child's home. Discuss its similarities or differences to the house used for ditto.</li> <li>3. Students identify their family members and draw and label each family member on house ditto.</li> <li>4. Read story Start With a Dot.</li> <li>5. Role play with cardboard puppets: family situations.</li> <li>6. View filastrip - My Mother and Father Need Me.</li> <li>7. Class discussion how each student, as a family member, helps his family members. Draw a picture of how each student helps his family. (Use house-shaped ditto.) Teacher label picture and attaches to other dittos for a booklet.</li> </ol>	<p>Books:  <u>Start With a Dot</u>, Roberts  <u>Pet Show</u>, Ezra Jack Keats  <u>Play With Me</u>, Marie Hall  <u>Grandfather and I</u>, Guildore  <u>Grandmother and I</u>, Guildore  <u>Peter's Chair</u>, Keats  <u>This is My Family</u>, Kelling  <u>My Little Brother</u>, Wittram  <u>Mommies Are Loving</u>, Penn  <u>Papa Small</u>, Lois Lenski</p> <p>Poem:  <u>Come Live With Me</u>,  Scholastic</p>
COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Appreciations & Attitudes Social Studies
PLANS FOR EVALUATION:	Developed By: Pat Beck	K-H-1

## TITLE: THE FAMILY UNIT

PROGRAM GOAL:

COURSE GOAL:

SCHOOL: Vale Elementary

GRADE: Kindergarten

EST. TIME INVOLVED:

Continued from page K-H-1

INSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES

## LEARNING ACTIVITIES

8. View filastrip: My Dog Needs Me.  
Discuss how the students care for their pets.
9. Guest speaker: Illustrate the care of pets.
10. Students draw and label their family pets. Put in booklet.
11. View filastrip: My Friends Need Me.  
Discuss "Who would you most like to have spend this weekend with you? Why?"
12. Draw a picture of the friend, label and attach to booklet.
13. Review booklet made by students.  
Discuss student's role and importance as a family member. Draw a picture of self, illustrating his importance as a family member. Attach to booklet.

## RESOURCES

- Filastrips:  
My Mother and Father Need Me.  
My Dog Needs Me  
My Friends Need Me  
They Need Me Series,  
Imperial Film Co.

COMPONENTS:

CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Pat Beck

K-H-2

PROGRAM GOAL: The student will understand the need to share and co-operate to complete tasks.		SCHOOL: Vale Elementary
COURSE GOAL: The student recognises that he can be proud of the things he does well.		GRADE: Kindergarten
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of the need to perform and complete specific tasks.</p> <p>I.G. The student understands the need to follow directions to complete an individual or group project.</p> <p>B.O. The student will perform daily classroom tasks.</p> <p>B.O. Each student will choose a learning area to work in during choosing time.</p> <p>B.O. The student will demonstrate his ability to follow directions.</p>	<p>1. Students participate in weekly responsibilities: push in chairs, take notes to office, operate lights, feed fish, empty trash, etc.</p> <p>2. Students participate in choosing a learning area to work in (e.g. language arts, math, housekeeping, building, science, puppets, listening, art, etc.).</p> <p>3. Each student will evaluate his own school projects: Did I follow directions? Did I use my own ideas?</p>	<p>Task chart</p>
COMMENTS: These activities are continuous during the year.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Employability Skills Social Studies
PLANS FOR EVALUATION:	Developed By:	Pat Beck

PROGRAM GOAL:	The student will know the jobs of house members and school personnel.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student understands that it takes many people, doing various jobs to maintain the school.	GRADE:	Kindergarten
		EST. TIME INVOLVED:	2 weeks
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
I.G. The student is aware of the variety of jobs necessary to maintain the school.  B.O. The student will examine and identify the jobs of school personnel.  B.O. The student will examine and identify tools used by school personnel in their occupations.	<ol style="list-style-type: none"> <li>Each student will choose the job within the school that is most interesting to him and demonstrate the use of representative tool: secretary - telephone and typewriter. librarian - book teacher - chalk, eraser custodian - broom cook - utensils, pan</li> <li>The student will name and demonstrate the tools used within the classroom: scissors, crayons, clay, paint, "toys", workbench, blocks, records, books, etc.</li> <li>Each student will name an occupation to be listed on a large chart. The student will cut pictures from magazines of tools that are related to or representative of any job listed on the job chart and paste pictures next to job</li> </ol>	<b>Resource Persons:</b> Principal Custodian Bus driver Librarian Teacher's Aid Cook Counselor Parents chosen by groups  Picture chart with pictures of jobs and tools.  Tape recorder	
COMMENTS: Another activity is to have all the school ers visit the classroom at the same time and have them tell one thing they do or a tool they use and have the students guess what their job title is and hand them the card with the title.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Public Service Career Awareness Social Studies	Developed By:  Pat Beck
PLANS FOR EVALUATION:			X-J-1

## TITLE: SCHOOL PERSONNEL

PROGRAM GOAL:

COURSE GOAL:

Continued from page K-J-1

SCHOOL: Yale Elementary

GRADE: Kindergarten

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES

## LEARNING ACTIVITIES

4. Each student will draw and label a picture of what he might like to do as an occupation.

5. The students will divide into interest groups of jobs outside the home, e.g. carpentry, dancer, nurse, fireman, etc. Each group will have one resource person to explain, demonstrate and answer questions pertaining to that job.

## RESOURCES

## Books:

About School Helpers,  
Hoffman

What to Be, Powell Yorubines  
I Want To Be Series, Greene  
When I Grow Up, Ainsworth

COMMENTS:  
PLANS FOR EVALUATION:

CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

Developed By:

K-J-2

PROGRAM GOAL: The student will know the importance of "self" as an individual at home and school.		SCHOOL: Sebastian-Dreyden Elementary GRADE: Kindergarten	EST. TIME INVOLVED: Approx. 2 months - 20 min daily.
COURSE GOAL: The student is aware that he is a unique special person.		INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES
<p>I.G. The student is aware of himself as an individual, others around him as individuals, and how he relates to his environment.</p> <p>B.O. The student will relate his thoughts to others.</p> <p>B.O. The student will identify similarities and differences among peers.</p> <p>B.O. The student will identify other people from whom he learns.</p> <p>B.O. The student can describe different feelings.</p> <p>B.O. The student can identify and describe the five senses.</p>	<ol style="list-style-type: none"> <li>View filmstrip <u>Sometimes I Wonder</u> and discuss.</li> <li>Discuss photoboard #7 - group of happy children. Discuss how alike and different, and how we are alike and different.</li> <li>Listen to record <u>Cindy and the Elf</u>; drew a picture of how the elf looked.</li> <li>Each student draws a self portrait and pastes cut-out pictures of things he likes in the margin.</li> <li>Have each student describe himself and another student.</li> <li>Students make a collage of bulletin board faces cut from magazines - look for similarities and differences.</li> <li>Discuss photoboard of boy looking in a mirror.</li> </ol>	<p>FOCUS ON SELF DEVELOPMENT KIT SRA</p>	<p>Photoboards Filmsstrips Records Teachers guide</p>
<p>COMMENTS: This Focus Kit is a complete self awareness program and contains all materials necessary to complete the program. The activities #15 - 28 tie in with reading series.</p>	<p>PLANS FOR EVALUATION:</p>	<p>CAREER EDUCATION CLUSTER: Not Applicable ELEMENT OF CAREER EDUCATION: Self Awareness SUBJECT AREA CORRELATION: Mental Health</p>	<p>Developed By: Icylee Zeditzer</p>
<p>Teacher observation and participation by students during C3 activities. K-K-1</p>			

## PROGRAM GOAL:

TITLE: I AM UNIQUE

COURSE GOAL:

SCHOOL: Peabody-K-Yan

GRADE: Kindergarten

EST. TIME INVOLVED:

Continued from page K-K-1

INSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES

## LEARNING ACTIVITIES

8. Listen to record Learning in the Park, discuss and list people they learn from, and role play the story.
9. Students make a picture chart of things they learn from radio, TV, files, animals, etc.
10. View filmstrip Circles of Feelings, discuss feelings students have. Cut pictures of faces and make collage depicting different feelings.
11. Construct a reversible puppet of self with a happy face on one side and sad face on the other side.
12. Role play reactions of various situations.
13. Listen to record Lonesome Ben and discuss. Role play the story with different reactions for the ending.

## COMMENTS:

CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

## PLANS FOR EVALUATION:

Developed By:

Icycle Zediker

K-K-2

## TITLE: I AM UNIQUE

PROGRAM GOAL:

COURSE GOAL:

SCHOOL: Poughkeepsie-Dryden  
ELEMENTARY  
GRADE: Kindergarten  
EST. TIME INVOLVED:

Continued from page K-K-2

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>14. Make a list of the different people the students came in contact with during the day or weekend. Talk about relationships with other people, (e.g. family members, neighbors, doctors, etc.).</p> <p>15. Listen to record <u>Tony's Way Out Nose</u>, Discuss.</p> <p>a) Have "smellies" in covered glasses; have students smell and classify them - pleasant, unpleasant, strong, etc.</p> <p>b) List smells which warn us.</p> <p>c) Bring in foods to taste and classify.</p> <p>d) Have volunteers hold noses and taste certain foods - point out how important the nose plays in identifying tastes.</p>	

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COMMENTS:

CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

K-K-3

Faylie Zeditzer

**TOPIC:** I AM UNIQUE

TOPIC GOAL:

COURSE GOAL:

Continued from page K-X-3

SCHOOL: Peabody-Sayre  
Elementary  
GRADE: Kindergarten  
EST. TIME INVOLVED:

**INSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES****LEARNING ACTIVITIES****RESOURCES**

16. Listen to record The Blind Men and the Elephant. Discuss and drew a picture of how the elephant looked to the blind men.
17. Play game: Student is blindfolded and finds t-<sup>c</sup> circles of textured items that are the same. Make a collage using textured materials.
18. Case - various objects are enclosed in mystery box with a small hole on top. Let children feel the objects and try guessing what they are.
19. View filmstrip See Magic Glasses - Discuss. The children make a pair of magic glasses; wear them to find different shapes and colors in the classroom.
20. Diagrams photoboard #6. Study seedling in flower pot. Discuss.

COMENTS:

CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Lyle Zadikar

K-X-4

**TITLE: I AM UNIQUE**

**PROGRAM GOAL:**

Continued from Page K-K-4

**COURSE GOAL:**

SCHOOL: <u>Pennastown-Moyden</u>
ELEMENTARY
GRADE: <u>Kindergarten</u>
EST. TIME INVOLVED:

**INSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES**

**LEARNING ACTIVITIES**

21. View filmstrip The Lollipop Dragon - Avoid Litter.
22. Clean up school grounds.
23. Listen to record The Sound Machine. Discuss sounds in story you hear each day. Listen to taped sounds and discuss how they make one feel.
24. Tape various sounds and have the students identify them.
25. Game - Make sounds with various objects behind a screen - guess what the sounds are.
26. Game - blindfold a child - have the student say a sentence - the other class members guess who the student is.
27. List sounds that warn people to be careful (e.g. sirens, car horns, snake hissing, bicycle bell, train whistle).
28. Play different types of music and let the students respond as to how they feel.

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**COMMENTS:**

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

**PLANS FOR EVALUATION:**

K-K-5

Developed By:

Icycle Zediker

<p><b>TITLE:</b> THE GROCERY STORE</p> <p><b>PROGRAM GOAL:</b> The student understands the need to share and cooperate to complete tasks.</p> <p><b>COURSE GOAL:</b> The student is aware of the basic functions of operating a grocery store.</p>		<p>SCHOOL: Freshstein-Dreyes</p> <p>GRADE: Elementary</p> <p>Kindergarten</p> <p>EST. TIME INVOLVED: 4 sessions - 30 min. each</p>
<p><b>INSTRUCTIONAL GOALS &amp; BEHAVIORAL OBJECTIVES</b></p> <p>I.G. The student recognizes that workers must cooperate with each other to accomplish tasks.</p> <p>I.G. The student is aware that people work for money.</p> <p>I.G. The student is aware that grocery stores hire many different people.</p> <p>B.O. The student will identify the various jobs related to a grocery store.</p>	<p><b>LEARNING ACTIVITIES</b></p> <p>1. Student list jobs found in a grocery store.</p> <p>2. Field trip to a local grocery store to discover what different workers do.</p> <p>3. Role play - people operating a store.</p> <p>4. Discuss how all workers in a business are interdependent and must cooperate with each other to have a successful business.</p>	<p><b>RESOURCES</b></p> <p><b>Resource Persons:</b></p> <p>Baker Butcher Clerk Guard Manager Stock boys</p>
		<p><b>CAREER EDUCATION CLUSTER:</b> Marketing &amp; Distribution</p> <p><b>ELEMENT OF CAREER EDUCATION:</b> Employability Skills</p> <p><b>SUBJECT AREA CORRELATION:</b> Social Studies</p>
	<p><b>PLANS FOR EVALUATION:</b></p>	<p>Developed By: Icycle Zediker</p> <p>K-L-1</p>

**PROGRAM GOAL:** The student can identify different tools for different careers.

**COURSE GOAL:** The student is aware that many people earn their living on a dairy farm.

**SCHOOL:** Peshastin-Dryden Elementary  
**GRADE:** Kindergarten  
**EST. TIME INVOLVED:** 2 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p><b>G.C.</b> The student is aware of the many different jobs related to the production of milk.</p> <p><b>I.G.</b> The student is aware of the various tools and pieces of equipment utilized by people who work with the production of milk.</p> <p><b>B.O.</b> The student can identify the different jobs of the dairy and dairy farmer.</p> <p><b>B.O.</b> The student can identify tools and equipment necessary to operate a dairy farm.</p>	<ol style="list-style-type: none"> <li>Class discussion - "Where do we get the milk we drink?"</li> <li>View film <u>Dairy Farm</u>. Discuss and list the various jobs shown in the film.</li> <li>Take a field trip to a dairy farm; observe cows being milked, the processing of milk and the equipment used. Observe all the farm equipment the dairy farmers need.</li> <li>Form groups and have each group draw a picture of a certain part of the dairy trip. Display pictures in order on the bulletin board.</li> <li>View film <u>Milk</u>; Compare the way they milked cows long ago with modern methods.</li> <li>Visit grocery store and purchase milk products. Set up a display and taste each product.</li> <li>Make butter by shaking whipping cream.</li> </ol>	<p>Films:  <u>The Dairy - Coronet Milk</u></p> <p>Books:  <u>I Want to Be A Milkman</u>,  <u>Greene Comptons Young Children's Encyclopedia</u>, Book D &amp; C.</p> <p>Farm Journals for pictures</p> <p>Resource Person:  Dairy Farmer</p> <p>U.S. Dairy Council</p>

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**COMMENTS:** A movie was taken on the field trip to refresh the students' memories of all they had viewed.

**CAREER EDUCATION CLUSTER:** Agri-Business & Nat. Res.

**ELEMENT OF CAREER EDUCATION:** Skill Awareness, Beg. Comp.

**SUBJECT AREA CORRELATION:** Social Studies

**PLANS FOR EVALUATION:**

The students can recite the different jobs found on a dairy farm and identify the tools and equipment used on a dairy farm.

Developed By:

Icyle Zediker

K-H-1

**TITLE:** WHO HANDLES THE MILK BEFORE YOU DO?

**PROGRAM GOAL:**

**COURSE GOAL:**

Continued from page K-M-1

**SCHOOL:** Reinhardt-Dykesen  
**GRADE:** Kindergarten  
**EST. TIME INVOLVED:** 2 weeks

<b>INSTRUCTIONAL GOALS &amp; BEHAVIORAL OBJECTIVES</b>	<b>LEARNING ACTIVITIES</b>	<b>RESOURCES</b>
	<ul style="list-style-type: none"><li>8. Set up a dairy farm during free time and role play the different roles of the dairy farmer and his helpers.</li><li>9. Read stories about cows and dairy products during story time.</li><li>10. During free choice time the children play with Farmer Brown's Barn.</li></ul>	
		<p><b>CAREER EDUCATION CLUSTER:</b> <b>ELEMENT OF CAREER EDUCATION:</b> <b>SUBJECT AREA CORRELATION:</b></p> <p>Icycle Zediker</p> <p><b>COMMENTS:</b></p> <p><b>PLANS FOR EVALUATION:</b></p> <p>K-M-2</p> <p>Developed By:</p> <p>_____</p> <p>_____</p> <p>_____</p>

PROGRAM GOAL: <u>The student will know the jobs of home members.</u>		SCHOOL: <u>Festastin-Dryden</u> Elementary Kindergarten
COURSE GOAL: <u>The student is aware that fathers and mothers work.</u>		GRADE: <u></u>
EST. TIME INVOLVED: <u>1 hr. each session with a parent.</u>		RESOURCES
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	Basic Readers Lippincott Series  Parents for resource persons
I.G. The student is aware that fathers work outside the home to earn a living.  I.G. The student is aware that mothers have special tasks inside the home.  I.G. The student is aware that some mothers work outside the home.  I.G. The student is aware that each family member can help in the family.	<ol style="list-style-type: none"> <li>1. Each student will report to the class what his father's occupation is. (If possible visit with father at his place of work).</li> <li>2. Fathers and mothers may be invited to the classroom to share about their jobs and the tools or equipment used. Each parent will demonstrate, if possible, something about his job or the tools he uses.</li> <li>3. Students discuss and list mothers' jobs. Make a collage of the tools their mothers use.</li> <li>4. Students draw pictures of ways in which they help at home.</li> <li>5. List jobs fathers do around the house.</li> <li>6. Role play family situations.</li> <li>7. Family puppets are used during free play.</li> <li>8. Draw a picture of what each student would like to be when he grows up. Share.</li> </ol>	
COMMENTS: <u>This unit would change every year (regarding resource persons) as parents of the students are utilized.</u>		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:  As parents apply Career Awareness Social Studies, Lang. Arts, Art
PLANS FOR EVALUATION:		Developed By: <u>Icycle Zadiker</u>

<p><b>TITLE:</b> ACCEPTING RESPONSIBILITY</p> <p><b>PROGRAM GOAL:</b> The student will understand the rights and responsibilities at home and in the classroom.</p> <p><b>COURSE GOAL:</b> The student recognizes his rights and responsibilities in the classroom and at home.</p>		<p><b>SCHOOL:</b> Peshastin-Dryden Elementary Kindergarten</p> <p><b>GRADE:</b></p> <p><b>EST. TIME INVOLVED:</b> 2 weeks</p>
<p><b>INSTRUCTIONAL GOALS &amp; BEHAVIORAL OBJECTIVES</b></p> <p>I.G. The student will understand the difference between proper and improper behavior.</p> <p>I.G. The student understands that sharing at home is the responsibility of every family member.</p> <p>I.G. The student understands that sharing and taking turns is the responsibility of every class member.</p> <p>B.O. The student will demonstrate proper classroom behavior.</p> <p>B.O. The student participates in discussions about sharing and taking turns.</p>	<p><b>LEARNING ACTIVITIES</b></p> <p>1. View filmstrip <u>How The Lollipop Dragon Got His Name.</u></p> <p>2. Students role-play sharing situations e.g. if someone had a truck you wanted what approach would you use to get the truck? Discuss different approaches used. Select the best one.</p> <p>3. Color pictures of the Lollipop Dragon.</p> <p>4. Read story <u>The Good Friends</u> and discuss how the animals shared.</p> <p>5. Each student relates one way he shares at home.</p> <p>6. Discuss pictures of sharing - two children in bathroom brushing teeth; mother and daughter giving baby a bath.</p> <p>7. Read story - <u>Let's Be Friends</u> and discuss how Butch learned to take turns.</p>	<p><b>RESOURCES</b></p> <p>Filmstrips and Records: <u>Lollipop Dragon Series</u>, SWE Book. <u>Lollipop Dragon Coloring Book.</u></p> <p>Books: <u>The Good Friends</u>, Paul Francois <u>Let's Be Friends</u>, Bernice Bryant</p> <p>Job Chart</p>
<p><b>COMMENTS:</b></p> <p>PLANS FOR EVALUATION:</p>	<p><b>CAREER EDUCATION CLUSTER:</b> Not Applicable</p> <p><b>ELEMENT OF CAREER EDUCATION:</b> Self Awareness</p> <p><b>SUBJECT AREA CORRELATION:</b> Mental Health, Social Studies</p>	<p>Developed By: Icy'e Zetiker</p>

PROGRAM GOAL: **TIME: ACCEPTING RESPONSIBILITY**

SCHOOL: Parkside Elementary  
GRADE: Kindergarten  
EST. TIME INVOLVED:

Continued from page K-0-1

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>8. View filstrip "Taking Turns" and discuss when, where and how we can take turns in kindergarten.</p> <p>9. Teacher demonstrate proper ways of interrupting; and students practice.</p> <p>10. Demonstrate and discuss manners; students practice good manners.</p> <p>11. Each week students are given specific jobs to perform for a posted job chart. The student is responsible for his job; e.g. a) Collect books. b) Take lunch count to office. c) Hand out papers. d) Straighten shelves. e) Answer door.</p> <p>12. View filstrip <u>Working Together</u> and discuss how we can work together at home and in the classroom.</p> <p>13. Read story <u>The Turnip That Wouldn't Come Up</u>; act out and discuss working together.</p>	<p>CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:</p> <p>K-0-2</p>

COMMENTS: **48**  
PLANS FOR EVALUATION:

Developed By:

Icycle Zediker

TITLE: SHARING	SCHOOL: Rosemead Elementary
PROGRAM GOAL: The student will understand the cause and effect in making decisions.	GRADE: Kindergarten
COURSE GOAL: The student will understand the need to share and cooperate in the classroom.	EST. TIME INVOLVED: On-going all year
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES
<p>I.G. The student is aware that free time provides opportunities to work together and share.</p> <p>B.O. The student will participate in the daily process of using a "free time" or "choosing" period.</p>	<p>1. The student will participate in the following available activities during free time.</p> <ul style="list-style-type: none"> <li>a) Puzzles of career people.</li> <li>b) On hands show boxes (career boxes)</li> <li>c) Farmer Brown's barn - farm set.</li> <li>d) Family puppets.</li> <li>e) Carpenters' tools and workbench.</li> <li>f) Grocery store.</li> <li>g) Games and learning stations.</li> </ul>
COMMENTS:	Not applicable
PLANS FOR EVALUATION:	<p>CAREER EDUCATION CLUSTER: Decision-Making</p> <p>ELEMENT OF CAREER EDUCATION: Free Time</p> <p>SUBJECT AREA CORRELATION:</p>
Developed By:	Icycle Zediker
K-P-1	

SCHOOL:

GRADE:

EST. TIME INVOLVED:

PROGRAM GOAL:

COURSE GOAL:

INSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

RESOURCES

COMMENTS:

CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

CASHMERE, PESHAETIN-DRYDEN  
CAREER EDUCATION PROJECT

GRADE ONE: UNIT TITLES

1. My Father's Job . . . . . 1-A-1  
Janet Flagel
2. School Workers . . . . . 1-B-1  
Janet Flagel
3. The Postman . . . . . 1-C-1  
Janet Flagel
4. VIP (very important person) Of the Week . . . . . 1-D-1  
Colleen Holmer
5. Self Awareness . . . . . 1-E-1  
Marjorie Jones
6. School Workers . . . . . 1-F-1  
Marjorie Jones
7. Public Service Occupations . . . . . 1-G-1  
Marjorie Jones
8. First Grade Olympics . . . . . 1-H-1  
Colleen Holmer, Lois Johnson, Marjorie Jones,  
Janet Flagel
9. Self Awareness -- Physical, Emotional, Social, Intellectual . 1-I-1  
Janet Flagel
10. Janitorial Services . . . . . 1-J-1  
Marjorie Jones
11. Milk and Its By-Products . . . . . 1-K-1  
Lois Johnson

PROGRAM GOAL:		TITLE: MY FATHER'S JOB		SCHOOL:	Peshastin Elementary
COURSE GOAL:		The student will relate home and school jobs to community functions.		GRADE:	One
				EST. TIME INVOLVED:	On going project depending on availability of parents.
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES		LEARNING ACTIVITIES		RESOURCES	
<p>I.C. The student is aware of the relationship between school learning activities and the world of work.</p> <p>I.G. The student is aware that all jobs are worthwhile in the community.</p> <p>B.O. The student can identify jobs held by fathers in the community.</p> <p>B.O. The student can illustrate the father's place of employment.</p>		<ol style="list-style-type: none"> <li>1. The child will take a letter home to the father explaining the class project. (copy attached)</li> <li>2. The child will spend some time at the father's job if it can be arranged.</li> <li>3. The child draws picture of the father's place of employment with as much detail as possible. A story accompanies this dictated or written by student.</li> <li>4. Parents will come to class to share their occupation and/or tools used in their work.</li> <li>5. A scrapbook will be kept of magazine pictures found of a father's job. These will be labeled according to which father does what.</li> </ol>		<p><u>Our Working World - Families at Work - SRA</u></p> <p><u>I Want To Be Books</u> by Carla Green</p> <p><u>At Home, Scott Foresman Letters to Fathers</u></p> <p>Resource People: Individual Fathers</p>	
COMMENTS:				CAREER EDUCATION CLUSTER:	All
				ELEMENT OF CAREER EDUCATION :	Career Awareness
				SUBJECT AREA CORRELATION:	All
				Developed By:	Mrs. Janet Flagel
				PLANS FOR EVALUATION:	
The student will be able to describe the job performed by his father outside the home and tell at least 5 occupations held by fathers of other classmates.					
1-A-1					

**TITLE: MY FATHERS JOB**

**Grade One**

**SAMPLE LETTER TO FATHER**

Dear Father:

Our class wants to learn about your job. We want to know what you do at your job. Please help me fill out this paper so I can take it to my teacher.

What is the name of your job?

Where do you work?

What hours do you work?

What jobs do you perform?

How does your job help us?

Would you come to our class to share your occupation or bring your tools you use in your work and explain them to us?

Could I spend some time at your work to see what you do?  
I want to learn all I can about your job.

Thank you Daddy,

1-A-2

PROGRAM GOAL: The student will learn to appreciate all individuals in the school setting.		SCHOOL: Peshastin Elementary
COURSE GOAL: The student recognizes that there are many occupations of people who work at a school.	GRADE: Grade one	EST. TIME INVOLVED: 20 min. a day
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will realize the importance of each employee.  B.O. The student will interview and identify some of the occupations of people in the school.	<ol style="list-style-type: none"> <li>1. Tour of school to look for places people work.</li> <li>2. Have students work in committees on each worker. <ul style="list-style-type: none"> <li>a) Committee invite them to our classroom.</li> <li>b) Draws pictures of them at work.</li> <li>c) Writes story about the interview.</li> <li>d) Writes thank you letters.</li> </ul> </li>   <li>3. School workers are interviewed by the class and show tools of their jobs. <ul style="list-style-type: none"> <li>e) Students have discussed questions they will need to ask.</li> </ul> </li>   <li>4. Each worker and committee have pictures taken to use as an evaluation.</li> </ol> <p style="text-align: right;">57</p>	Resource People: School Principal teacher cook custodian playground supervisor librarian bus driver school nurse speech therapist secretary reading teacher Title I teacher  Large butcher paper for life size drawing c.: workers and stories about each (for a large bulletin board).
COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Public Service Appreciation & Attitudes Social Studies & Language Skills Developed By's
PLANS FOR EVALUATION:  Choose one of the workers they would most like to be and tell why. As each worker's picture is shown the student will identify the job and explain two jobs they perform for our school.		Janet Flagel

## PROGRAM GOAL:

## SCHOOL PERSONNEL DIRECTORY

COURSE GOAL:

Continued from 1-B-1

GRADE: Grade one

EST. TIME INVOLVED:  
20 min a day three  
weeksINSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES

## LEARNING ACTIVITIES

5. Workers invite students to their place of work.
- visit secretaries office.
  - watch the cooks bake and cook especially in big steam kettle.
  - after talk by bus driver students take a short trip on the bus.
  - reading teacher and Title I teacher invite students to their room to see the many special tools they use.

Community Helper Series,  
Albert Whitman Co.Good Morning Teacher  
Fat, The Playground LeaderI Want To Be Books, Carla  
GreeneAt School, Scott Foresman

## COMMENTS:

CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

## PLANS FOR EVALUATION:

Developed By:

1-B-2

PROGRAM GOAL:	TITLE: THE POSTMAN The student will relate home and school jobs to community functions.		SCHOOL: Poshastin Elementary
COURSE GOAL:	The student will develop an understanding that people in a community depend upon one another.		GRADE: Grade one EST. TIME INVOLVED: 2 weeks, 20 min per day
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
I.G. The student will be aware of the role the postman plays in the community. B.O. The student will examine the Post Office and the postman's duties. B.O. The student will identify the postman's responsibilities to the community. B.O. The student will practice the duties of a postman in the class and mail a letter at the Post Office.	<ol style="list-style-type: none"> <li>1. Room Post Office             <ol style="list-style-type: none"> <li>a) Arrange rows into streets with signs and box numbers.</li> <li>b) Each student makes a mailbox.</li> <li>c) Make a large mailbox for mailing valentines.</li> <li>d) Make a Post office with slots for streets.</li> <li>e) Make a list of students names, box numbers and streets.</li> <li>f) When children bring Valentines they mail them in the large mailbox - then take them out and sort theirs in the Post Office.</li> <li>g) Students sort Valentines by street 6 number for easiest distribution on route.</li> </ol> </li> </ol>	Postmaster - Local Post Office Community Helpers Series: Mr. Zip and the U.S. Mail I Want To Be Series: I Want To Be a Postman Our Post Office and It's Helpers A Letter to Grandmother - Coronet File	
COMMENTS: This activity was done in February so used Valentines but could be done any time during the year.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Public Service Career Awareness Social Studies, Lang. Arts, Math, Art	Developed By:  Mrs. Janet Flaged
PLANS FOR EVALUATION:  Learning activity g. is the evaluation.	1-C-1		

**PROGRAM GOAL:**

Continued from page 1-C-1

**SCHOOL: Parkhurst Elementary****COURSE GOAL:****GRADE: Grade one**  
**EST. TIME INVOLVED:****INSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES****LEARNING ACTIVITIES**

2. Visit to the Post Office
  - a) Students make valentines for parents.
  - b) Students write parents address on envelope properly.
  - c) Each child brings money to buy his own stamp at the Post Office.
  - d) Each child is allowed to stamp the letter and run it through the cancellation machine.
  - e) Each child will put the letter in the proper place for the postman.
  - f) The postman shows many tools of his work as children ask questions about his job.

**COMMENTS:****CAREER EDUCATION CLUSTER:**  
**ELEMENT OF CAREER EDUCATION:**  
**SUBJECT AREA CORRELATION:****PLANS FOR EVALUATION:**

Developed By: Mrs. Janet Flagel

1-C-2

TITLE: VIP (Very Important Person) OF THE WEEK		SCHOOL: Vale Elementary
PROGRAM GOAL:	The student will know the importance of "self" as an individual and as a worthy member of groups.	GRADE: One
COURSE GOAL:	The student will explore and assess personal attitudes, aptitudes, attributes and interests as they relate to him.	EST. TIME INVOLVED: Yearly on-going program
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student will understand that he is an important, worthwhile individual, family member and class member.</p> <p>I.G. The student will realize that <u>everyone</u> is a worthwhile person, especially grandparents, brothers, sisters, classmates, etc.</p> <p>B.O. The student will demonstrate his feelings of positive self confidence by sharing objects and information about himself with members of the class.</p>	<ol style="list-style-type: none"> <li>1. Teacher will be the first VIP to explain program to students.</li> <li>2. Throughout the week the student who is the VIP will bring pictures, objects and information concerning himself and his family to make his VIP display.</li> <li>3. Incidental sharing by student during the week.</li> <li>4. Culminating activity of week "Family Show and Tell" e.g. slides of family vacation, hobbies of family; special interests of family members, etc.</li> <li>5. Students will contribute many of his materials to the class VIP scrapbook. (Student takes his portion home at end of year.)</li> </ol>	<p>VIP display area</p> <p>VIP throne</p> <p>Items brought by students</p>
PARENTS: (Copy page 1-D-2). The student VIP of the week will also have the honor of performing classroom tasks considered as privileges, e.g. room monitor, messenger, etc.		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION : SUBJECT AREA CORRELATION :
PLANS FOR EVALUATION:		Not Applicable Self Awareness Social Studies
Teacher observation of child's increasing positive self-concept.		Developed By: Colleen Holmer

TITLE: VIP (very important person) OF THE WEEK

SAMPLE LETTER TO PARENTS

Dear Parents,

In the first grade we feel it is very important for a child to develop an awareness of himself as an important and worthwhile person. The way he feels about himself will influence his learning.

We would like to give your child his "time" to "shine", by making him Official VIP (very important person) of the Week.

YOUR CHILD NEEDS YOUR HELP

During his VIP Week, he may bring to school any items which will help portray himself as a worthwhile member of his family group and a contributing member of society.

Suggestions might be:

I. Family Members

- a. Father or mother with special interest or talents.
- b. Grandparent with hobby.
- c. Slides and/or pictures of family vacations, hobbies, etc.
- d. Brother or sister with a hobby or talent.
- e. Pets.
- f. Tape recording concerning family if parents are unable to attend.

II. Snapshots, drawings, hobbies, craft items, magazine pictures of interests, souvenirs, etc. (a space will be provided for his VIP display).

Enclosed is a tentative calendar showing your child's week to be our VIP. A reminder will be sent home before your child's week. If you have any questions please feel free to contact me.

1st Grade Teacher

PROGRAM GOAL:	The student will know the importance of "self" as an individual and as a worthy member of groups.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will explore and assess personal attitudes, aptitudes, attributes and interests as they relate to him.	GRADE:	One
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
I.G. The student will understand that abilities and interests are important to individual occupational choice.	<ol style="list-style-type: none"> <li>1. Discussion groups (informal); allow students to contribute what they wish without being rebuked; teacher listens.</li> <li>2. Discuss their attitudes toward school: likes and dislikes.</li> <li>3. Discuss attitudes toward jobs they have at home.</li> <li>4. Role play jobs they like and dislike.</li> <li>5. Game - "What Do I Do?"</li> <li>6. Pictures: - "Things I like to do and don't like to do".</li> </ol>	DUSO Kit American Guidance Service	
B.O. The student will participate in discussion, role playing, drawing of pictures, and games regarding attitudes, interests and abilities in relation to career choice.	DO THIS THROUGHOUT THE YEAR AS A CONTINUING THING.		
COMMENTS:	All resources included in kit.	CAREER EDUCATION CLUSTER:	Not Applicable
PLANS FOR EVALUATION:	Continuous observation of way students relate to each other and react to different situations.	ELEMENT OF CAREER EDUCATION:	Self Awareness
		SUBJECT AREA CORRELATION:	Mental Health, Lang.
			Arts, Art
		Developed By:	Marjorie Jones

## TITLE: SELF AWARENESS

PROGRAM GOAL: The student will understand the similarities and differences between home roles and school roles.

COURSE GOAL: The student will explore and assess personal attitudes, aptitudes, attributes and interests as they relate to him.

SCHOOL: Vale Elementary	GRADE: One	EST. TIME INVOLVED: 4 days 25 min.
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student will understand that the home and school are both important in teaching good work habits.</p> <p>B.O. The student will discuss the importance of good work habits. The student will differentiate and compare by collecting pictures and compiling them; the types of learning in home and at school. The student will write a story and illustrate it showing his favorite job at home and at school.</p> <p>The student will participate in designing a mural of all jobs done in the home.</p>	<ol style="list-style-type: none"> <li>Children and teacher discuss how important the home is in teaching good work habits. Each pupil draws a picture or tells a story about some job he was taught by parents and points out some good working habits he learned from it.</li> <li>Have students cut out pictures of jobs at school and jobs at home. Make a bulletin board; children place pictures under house, school or both. Have students draw or paint a picture showing every job he does at school.</li> <li>Write a story about jobs "I like best."</li> <li>Make a mural of all types of jobs done in and around the home. Compare the types of jobs he learns at school. How are they different? How are they alike? Does the school teach good working habits?</li> </ol>	Magazines Construction paper Butcher paper Paint
COMMENTS:	Observe children - watch for attitude about jobs.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION: Health-Mental, Lang. Developed By: Marjorie Jones Art, Art
PLANS FOR EVALUATION:		Not Applicable Educational Awareness 1-E-2

PROGRAM GOAL:	The student will know the importance of "self" as an individual and as a worthy member of groups.	SCHOOL: Vale Elementary
COURSE GOAL:	The student will explore and assess personal attitudes, aptitudes, attributes and interests as they relate to him.	GRADE: One EST. TIME INVOLVED: 40 min.
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become involved in classroom and home jobs.  B.O. The student will discuss and evaluate various home and classroom jobs.	<p>1. Ask students to try a new task in the home that they generally don't perform. After a trial period of a week, ask students questions like the following:</p> <ul style="list-style-type: none"> <li>a) Do you like the new task?</li> <li>b) Were you able to do it successfully?</li> <li>c) What did you use, or learn?</li> <li>d) Are you willing to try any jobs at home?</li> </ul> <p>2. Make picture of two jobs he likes best. Let him share and tell why.</p>	Our Working World, Families At Work. S.R.A.
COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Not Applicable Self Awareness Social Studies
PLANS FOR EVALUATION:	Evaluate childrens' answers to questions.  Observe interest shown in the activity and comments made - evaluate drawings.	Developed By: Marjorie Jones  1-E-3

PROGRAM GOAL:	TITLE: SCHOOL WORKERS The student will learn to appreciate all individuals in the school setting.		SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware that all individuals in the school setting are necessary to maintain the school.		GRADE: One EST. TIME INVOLVED: 2 hours
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
I.G. The student will realize the importance of each employee necessary to maintain the school.  B.O. The student will examine, identify and define some of the occupations of people in the school.	<ol style="list-style-type: none"> <li>Take students on a tour of the school building to look for places where people work and also to look for as many workers as they can.             <ol style="list-style-type: none"> <li>Office: principal, secretary</li> <li>Health room: nurse</li> <li>Cafeteria and kitchen: cooks</li> <li>Library</li> <li>Speech room</li> <li>Janitor's workroom</li> <li>Playground</li> <li>Other classrooms</li> </ol> </li> <li>Have children decide on a list of questions to ask workers at their places of work. Have workers demonstrate some of the tools and skills needed for their job.</li> <li>Use video tape machine and record interviews. Compare types of jobs - talk about disadvantages and advantages.</li> </ol>	<p>Slides taken of building workers and their tools The first slides show tools.</p> <p>The following slides show workers using these tools.</p> <ol style="list-style-type: none"> <li>secretary</li> <li>cook</li> <li>janitor</li> <li>teacher</li> <li>principal</li> <li>teacher aid</li> </ol>	
COMMENTS:		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	PUBLIC SERVICE Appreciation & Attitudes Social Studies, Lang. Arts
PLANS FOR EVALUATION:		Developed By:	Marjorie Jones

PROGRAM GOAL:

TITLE: SCHOOL WORKERS

COURSE GOAL:

SCHOOL: Verde Elementary

GRADE: One  
EST. TIME INVOLVED:

Continued from page 1-F-1

INSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES

LEARNING ACTIVITIES

4. Discuss how jobs are interdependent.
5. Children view film slides of tools. Try to guess which occupation goes with each tool. Then they will view pictures of workers using the tool.
6. List skills needed for school jobs; let students role play certain skills or jobs, such as:
  - a) (secretary) students sell hot lunch tickets and count money - type letters to thank speakers.
  - b) (school nurse) check signs of health, cleanliness - bathroom habits.
  - c) (speech room) communicating skills.
  - d) (library) file books; check for due dates, categorize to subject matter, etc.

COMMENTS:

CAREER EDUCATION CLUSTER:

ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:

Marjorie Jones

1-F-2

PROGRAM GOAL:	The student will learn to appreciate all individuals in the school setting.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student is aware of the role of the cook as a school worker.	GRADE:	One
		EST. TIME INVOLVED:	3 hours
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
I.G. The student will become aware of the importance of nutrition in planning daily meals and become aware of various tools and skills used by a cook. I.G. The student will learn about the basic food groups. What they do for our body and what foods are best to eat.	<p>1. Through class planning and discussion students will design a chart with the following headings: <u>Dairy products</u>, <u>Meats</u>, <u>Breads</u>, <u>Fruits</u>, <u>Vegetables</u></p> <p>Under each heading they will fill in something they have planned for a luncheon.</p> <p>2. Have school cook come in and show how to plan meals. (Discuss food groups and balanced diet ahead of time).</p> <p>B.O. The student will plan a meal using the 4 basic food groups. B.O. The student will prepare a meal and serve it. B.O. The student will relate their activities to the role of the school cook.</p>	Resource Person: School cook  Chart paper  Bowl Knives Measuring tools	
			CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
			Comments: Personal Services Appreciation & Attitudes Health, Math, Reading
			PLANS FOR EVALUATION: Developed By: Marjorie Jones

## TITLE: SCHOOL WORKERS - THE COOK

PROGRAM GOAL:

SCHOOL: Vale Elementary

COURSE GOAL:

Continued from page 1-F-3

GRADE: One  
EST. TIME INVOLVED:INSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES

## LEARNING ACTIVITIES

3. Have the school cook show measuring, share simple recipes, etc. Visit the cooks' kitchen. Observe her demonstrating the use of her tools. Borrow some of those tools to prepare our luncheon. The children will prepare a lettuce salad. As they do they can discuss parts of a plant they eat: carrots - roots, lettuce - leaves, celery - stems.
4. Students may bake either cookies or cake. They will need to read recipe and use measuring equipment. They may bake the cookies or cake in the school oven.
5. Clean up; tie-in with janitor tools & job. Analyze how it takes the right balance of ingredients to make cookies. Compare with a balance of workers cooperating to make up the right ingredients for a well-run school.

COMMENTS:

CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

## PLANS FOR EVALUATION:

Developed By:

Marjorie Jones

1-F-4

TITLE: SCHOOL WORKERS - THE COOK		SCHOOL: Vale Elementary
PROGRAM GOAL:	The student is aware that school is a job that requires mastery of basic skills for success.	GRADE: One
COURSE GOAL:	The student will relate school skills to occupational skills.	EST. TIME INVOLVED: 4 hours
INSTRUCTIONAL GOALS / BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become aware that math and reading are necessary in cooking occupations.  B.O. The student will use measuring instruments and recipes to practice skills to be used in preparing a luncheon.  B.O. The student will participate in preparing and serving a luncheon.	<ol style="list-style-type: none"> <li>Have a math unit on measuring (a sand box is great for exploring in measuring how many cups equal a pint, etc.).</li> <li>Read a variety of recipes (gives practice in reading as well as an understanding of how to use a recipe).</li> <li>Have children copy the cookie or cake recipe to take home.</li> <li>Students prepare and serve a luncheon to teachers.</li> </ol>	Measuring cups Measuring spoons Recipe Math books
COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Personal Services Skill Awareness, Beg. Comp. Math, Reading, Writing
PLANS FOR EVALUATION:	Developed By:	Marjorie Jones
Luncheon served to teachers.		1-F-5

PROGRAM GOAL: The student can relate home and school jobs to community functions.		SCHOOL: Vale Elementary	
COURSE GOAL:	The student will examine occupations of people in the community who deal in a service.	GRADE: One	EST. TIME INVOLVED: 2 weeks 30 minutes a day
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
I.G. The student is aware of the role the fireman and policeman play in the community. I.G. The student is aware of the role the city employees play in the community. B.O. The student will examine equipment and tools used by fireman and policeman. B.O. The student will identify the policeman's and fireman's responsibility to the community. B.O. The student will identify his own responsibility in relation to firemen and policemen. B.O. The student will examine equipment and tools used by city employees. B.O. The student will identify the responsibilities of city employees. B.O. The student will identify his responsibility to his community.	<ol style="list-style-type: none"> <li>Guest speaker: fireman - brings equipment and clothing.</li> <li>Class discussion about their jobs, training, skills involved, etc.</li> <li>Students view fire engine.</li> <li>Guest speaker: policeman - brings dogs, equipment, police car, etc.</li> <li>Student writes thank you letter to fireman and policeman.</li> <li>Extra activities: paper doll in art, dot-to-dot seatwork, stories, poems, songs, finger plays.</li> <li>Discussion on how we can help these community helpers.</li> <li>Use words from these occupations for reading games.</li> <li>Creative writing about policeman and fireman.</li> </ol>	Resource Persons: Fireman Policeman Sheriff City employees  SVE picture file  Book: <u>Billy's Neighbors</u> Camera  Map of Cashmere Clothes pins	
COMMENTS:		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Public Service Career Awareness Social Studies, Art, Lang., Arts, Health, Reading
PLANS FOR EVALUATION:		Developed By:	Marijorie Jones

## TITLE: PUBLIC SERVICE OCCUPATIONS

PROGRAM GOAL:

COURSE GOAL:  
One

SCHOOL: Yale Elementary

Continued from page 1-G-1

GRADE: One  
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>10. Panel of city employees; play a get-acquainted game, each guest will hold a card telling a job title but scrambled so the employee does not hold his own. Allow the class a chance to unscramble the men and jobs after being given clues. Then employees will tell about their jobs.</p> <p>11. Students make a neighborhood map; Place objects such as street cleaner on area where located.</p> <p>12. Field trip follows with a visit to the city water pumping plant, city sewage system, city water storage, garbage dump, offices of city department, fire station.</p> <p>13. Watch computer making out bills for customers. Man controlling the computer explaining his job. Visit the secretaries and watch supt. of public utilities use radio to dispatch <del>cheese</del> EDUCATION CLUSTER:</p>	<p>ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:</p>

COMMENTS:

PLANS FOR EVALUATION:

Developed By:

Marjorie Jones

1-G-2

PROGRAM GOAL:	TITLE: PUBLIC SERVICE OCCUPATIONS	
COURSE GOAL:	Continued page 1-G-2	GRADE: One
	INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	EST. TIME INVOLVED:
	LEARNING ACTIVITIES	RESOURCES
	<p>13. Start a class scrapbook related to community helpers which deal in a service related to cleanliness and safety.</p> <p>14. Class experience charts:</p> <ul style="list-style-type: none"> <li>a) Attributes policeman and fireman need.</li> <li>b) Why they chose the job.</li> <li>c) Why we might choose the job.</li> </ul> <p>15. Dress up in firefighter or policeman clothes. Take pictures; role play.</p> <p>16. Draw pictures for scrapbook of people in city departments.</p> <p>17. Collect maps of all areas these helpers are responsible for.</p> <p>18. Record advantages and disadvantages of all city employee jobs.</p> <p>19. Make a people pyramid of all people who contribute to city maintenance (use clothes pins).</p>	

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COMMENTS: Pictures are taken on the field trip of all people visited and all areas where they work to put in scrapbook.

PLANS FOR EVALUATION:  
Observe child drawing, involvement in class.  
Class scrapbook and projects.

CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

Developed By:

Marjorie Jones

1-G-3

TITLE: FIRST GRADE OLYMPICS		SCHOOL: Vale Elementary Peshastin-Dryden Elem.
PROGRAM GOAL:	The student will acquire the ability to develop rules with others, accept direction, and take responsibility.	GRADE: One
COURSE GOAL:	The student knows ways in which individuals can contribute to team morale, e.g. tolerance, respect for others, self-respect, cooperation, and self-discipline.	EST. TIME INVOLVED: 4 hrs. preparation - 2 hrs. day of event
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student knows that the following contribute to sportsmanship: a) following accepted codes of ethics. b) respecting opponents, officials, etc. c) controlling emotions. d) accepting victory or defeat. I.G. The student is aware of individual differences.	<p>1. Demonstration of the following activities to students by high school track students.</p> <ul style="list-style-type: none"> <li>a) standing longjump</li> <li>b) running longjump</li> <li>c) bean bag throw</li> <li>d) 25 yard dash</li> <li>e) 50 yard sprint</li> <li>f) 10 yard relay</li> <li>g) obstacle course</li> <li>h) high jump</li> </ul> <p>2. Use DUSO or FOCUS activities where applicable.</p> <p>3. Students will practice the above.</p> <p>4. Each student and teacher will choose events child will participate in.</p> <p>5. Listen to track coach.</p> <p>6. Participate in First Grade Olympics. (Jr. high students act as officials).</p>	<p>Resource Persons: High school track students Track coaches (men &amp; women) Jr. high students - officials equipment for all sport events</p> <p>DUSO KIT - AGS</p> <p>FOCUS KIT - SRA</p> <p>Books from Media Resource Center</p>
COMMENTS: Activities can be designed to fit different groups or locations. Teacher keeps a record of student achievement during practice.	CAREER EDUCATION CLUSTER: Hospitality & Recreation Oct. ELEMENT OF CAREER EDUCATION: Employability Skills SUBJECT AREA CORRELATION: Health and P.E.	Developed By: Lois Johnson Janet Flageel Colleen Holmer Marjorie Jones
PLANS FOR EVALUATION: Teacher observation of student attitude and enthusiasm during practice and Olympics.		~1

PROGRAM GOAL:	The student will know the importance of "self" as an individual and as a worthy member of groups.	SCHOOL:	Peshastin-Bryden Elementary
COURSE GOAL:	The student recognizes that each person has a worth of his own.	GRADE:	One
		EST. TIME INVOLVED:	1/2 hour period - 2 days
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
<p>I.G. The student will become aware of his physical being.</p> <p>B.O. The student will describe his physical qualities and abilities to give him a better understanding of himself.</p>	<ol style="list-style-type: none"> <li>1. Listen to record from <u>FOCUS KIT.</u></li> <li>2. Discussion of record - "Ways we are alike and different".</li> <li>3. Students draw pictures of self, looking in a mirror.</li> <li>4. Discussion of photoboard from <u>FOCUS.</u></li> <li>5. Answers to open-ended sentences: "If I were taller I _____."</li> </ol>	<u>FOCUS On Self Development Awareness, Stage I - SRA</u> Bulletin board pictures of students. Books: <u>Smallest Boy In the Class,</u> <u>Beim</u> <u>Five Chinese Brothers,</u> <u>Bishop</u>	
COMMENTS: The following 4 sample lessons are from <u>FOCUS KIT.</u> Similar format is used for any units used from <u>this kit.</u> Units are chosen to fit specific needs of the class.			CAREER EDUCATION CLUSTER: Not Applicable ELEMENT OF CAREER EDUCATION: Self Awareness SUBJECT AREA CORRELATION: Mental Health, Art, Lang. Arts.
PLANS FOR EVALUATION:	The student will describe his physical self to the class.  72		
	Developed By: Janet Flagele		
	1-1-1		

PROGRAM GOAL: JUICE: SELF AWARENESS - PHYSICAL, EMOTIONAL, SOCIAL AND INTRINSICAL

SCHOOL: Peachastin-Dryden

GRADE: One

COURSE GOAL: The student will know the importance of "self" as an individual.  
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware that he has feelings, as do other people.</p> <p>B.O. The student will define various feelings he has.</p> <p>B.O. The student can recognize different feelings from, and describe peoples' expressions.</p>	<ol style="list-style-type: none"><li>1. Show filastrip from <u>FOCUS KIT</u>.</li><li>2. Show faces expressing the various feelings.</li><li>3. Use tone of voice to illustrate feelings.</li><li>4. Students draw pictures of themselves in two emotional situations for a bulletin board display and other children guess the feeling they portray.</li><li>5. Students make a collage of the various facial expressions.</li></ol>	<p><u>FOCUS on Self Development Awareness, Stage I - SRA</u></p> <p>Pictures depicting feelings</p> <p>Collage materials</p>

<u>COMMENTS:</u>	<u>CAREER EDUCATION CLUSTER:</u> <u>ELEMENT OF CAREER EDUCATION:</u> <u>SUBJECT AREA CORRELATION:</u>	<u>Not Applicable</u> <u>Self Awareness</u> <u>Mental Health, Art,</u> <u>Lang. Arts.</u>
<u>PLANS FOR EVALUATION:</u>	<u>Developed By:</u>  <u>The student will be able to define the feelings of people in various pictures they have found in magazines.</u>	<u>Janet Flagg</u>  <u>1-1-2</u>

TITLE: SELF AWARENESS - PHYSICAL, EMOTIONAL, SOCIAL AND INTELLECTUAL		SCHOOL: Peshastin-Dryden
PROGRAM GOAL:	The student will acquire the ability to develop rules with others, accept direction, and take responsibility.	GRADE: Elementary One
COURSE GOAL:	The student will evaluate the interdependency of workers in a work situation when everyone has an assigned job.	EST. TIME INVOLVED: 1 week - 20 min. per day
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of himself as a social being - one who lives among others and interacts with them.	<ol style="list-style-type: none"> <li>1. Listen to recorded story from <u>FOCUS KIT</u>.</li> <li>2. Discussion of typical incidents in small groups to allow children to interact.</li> <li>3. After discussion groups -- ask students to tell why or why not their group was successful.</li> <li>4. Make class rules for the year, showing the interdependence of each child.</li> </ol>	<u>FOCUS on Self Development Awareness Stage I - SRA</u> Filmstrip: <u>Getting Along in School</u> Coronet
B.O. The student will participate and evaluate a small group situation.		
B.O: The student will develop rules for the class.		
COMMENTS:		Not Applicable
PLANS FOR EVALUATION:	The student will be able to state rules that are necessary in a group situation.	Employability Skills Mental Health, Social Studies, Lang. Arts Developed By: Janet Prager

**TITLE:** SELF AWARENESS - PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL

**PROGRAM GOAL:** The student is aware that school is a job that requires mastery of basic skills for success.

**COURSE GOAL:** The student will recognize that being a student is his present occupation.

**SCHOOL:** Pensacola-Preyeran  
**Elementary**

**GRADE:** One

**EST. TIME INVOLVED:**

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
E.G. The student is aware of the process of learning and will perceive himself as a learner.	<ul style="list-style-type: none"> <li>1. Listen to record story "Learning in the Park".</li> <li>2. Class discussion of record; the student realizes that everyone is, in some respect, always a learner.</li> <li>3. Role Play the recorded story.</li> <li>4. Open-end sentences relating their learning as their job right now.</li> <li>5. Discussion of photoboards showing learning situations.</li> </ul>	<u>FOCUS on Self Development Awareness Stage I, SRA</u> Film: <u>Beginning Responsibilities Getting Ready for School</u> Book: <u>Jim Can Swim</u> , Olds, Helen
B.O. The student can describe three learning situations.		
B.O. The student can identify three ways he learns.		

COMMENTS:	CAREER EDUCATION CLUSTER: Not Applicable
	ELEMENT OF CAREER EDUCATION: Skill Awareness, Beg. Comp.
	SUBJECT AREA CORRELATION: Social Studies, Lang. Arts
PLANS FOR EVALUATION:	Developed By: Janet Flagel

The student will tell three ways he learns, and describe three learning situations.

PROGRAM GOAL:		TITLE: JANITORIAL SERVICES		SCHOOL:	Valle Elementary
GRADE:	One	GRADE:	One	GRADE:	One
COURSE GOAL:	The student will explore and assess personal attitudes, aptitudes, attributes and interests.	EST. TIME INVOLVED:	20 min a day for a week.	EST. TIME INVOLVED:	20 min a day for a week.
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES			
I.G. The student will express his attitudes and ideas concerning the janitorial occupations.  B.O. The student will record his attitudes and understandings of the role of a janitor (or cleaning personnel).	<ol style="list-style-type: none"> <li>1. The children will take an attitude sampler - use papers with squares. Have them respond to an oral question by using the three faces (happy, neutral or sad).</li> <li>2. Pass out divided paper - have students draw as many pictures as they can of what the janitor does. (These are their own ideas).</li> <li>3. The children will use their drawings as a guide for discussion.</li> <li>4. Teacher and children compile a list of jobs they and a janitor might do.</li> <li>5. Compare jobs on this list with jobs that a cleaning lady or mother might do.</li> </ol>	Resource Packet  Attitude test  Paper divided into squares.			
COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Public Service Self Awareness Social Studies, Art, Lang. Arts.	Developed By:	Marjorie Jones	
PLANS FOR EVALUATION:	Save attitude sampler to compare with attitudes at end of unit.				

PROGRAM GOAL: <u>The student will relate home and school jobs to community functions.</u>		SCHOOL: Vale Elementary
COURSE GOAL: <u>The student will examine occupations of persons in the community who deal in a service (janitorial services).</u>	GRADE: One	EST. TIME INVOLVED: 6 hours
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
G. The student is aware of the importance of the cleaning person. G. The student is aware of the various tools and skills used by a cleaning person.  G. The student will identify and define the responsibilities of the cleaning person. G. The student will compare the responsibilities of different types of cleaning persons. G. The student will identify and define the skills and tools used by the cleaning person.	<ol style="list-style-type: none"> <li>Take a trip to a local motel to watch the cleaning lady at work.</li> <li>After trip list jobs. Discuss what responsibilities we would like - wouldn't like - tie in cleanliness and health.</li> <li>Compare her job to our idea of what the school janitor does.</li> <li>Write thank you letters to motel cleaning lady.</li> <li>Guest speaker - representative of a professional cleaning service - demonstrate and explain their job.</li> </ol>	Field Trip: Local motel
COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Public Service Career Awareness Social Studies - Lang. Arts.. Health
PLANS FOR EVALUATION:  Evaluate students' written comments in letters. Continuous observation.	Developed By:	Marjorie Jones 1-J-2

TITLE: JANITORIAL SERVICES		SCHOOL: Vale Elementary
PROGRAM GOAL:	The student will relate home and school jobs to community functions.	GRADE: One
COURSE GOAL:	The student will examine the occupation of the school janitor.	EST. TIME INVOLVED: 1/2 hr. period - 3 days
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the importance of a school janitor. I.G. The student is aware of the various tools and skills used by a school janitor.  B.O. The student will identify and define the responsibilities of a school janitor. B.O. The student will identify and define the skills and tools used by a school janitor.	<ol style="list-style-type: none"> <li>1. The student will mark their lists of ideas on what the janitor does as he explains his responsibilities. Add any extra ideas. Cross out any wrong ideas.</li> <li>2. The janitor shows the children every area in which he works.</li> <li>3. The janitor demonstrates how to use vacuum cleaner, floor waxes and polisher, window cleaners, etc.</li> <li>4. The children can try out each of these things under the janitor's supervision.</li> <li>5. Write a thank-you letter to the janitor.</li> </ol>	Resource Person: School janitor  Equipment: waxer broom vacuum cleaner window cleaner cleaning solvent
COMMENTS:		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION: Public Service Career Awareness Social Studies, Lang. Arts, Health.
PLANS FOR EVALUATION:	Observe the students' responses and comments. - both oral and written.	
	Developed By: Marjorie Jones	
	1-J-3	

## TITLE: JANITORIAL SERVICES

PROGRAM GOAL: The student will acquire the ability to develop rules with others, accept direction and take responsibility.

COURSE GOAL: The student will recognize that developing rules, accepting directions and taking responsibilities are a major requirement of all occupations.

SCHOOL:	Value-Elementary
GRADE:	One
EST. TIME INVOLVED:	6 hours minimum
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES RESOURCES
I.G. The student will realize that his abilities and interests will determine the job he does. I.G. The student is aware that developing rules, accepting directions and taking responsibility, are <u>very</u> important in all occupations.	<ol style="list-style-type: none"> <li>1. Take a trip around the building (small groups with a mother helper).             <ol style="list-style-type: none"> <li>a) Make a list of jobs that need to be done.</li> <li>b) In the room decide which jobs we can do. Cross out those that are too difficult.</li> </ol> </li> <li>2. Have students practice the various jobs by cleaning our room each day, for a week. (Each child selects a different job each day).</li> <li>3. Make a list of jobs to be done in classroom and a list of extra jobs outside the room. When cleaning another classroom all children will work in that one room at the same time (each with his special job). This is easier for supervision. Out-of-classroom jobs are harder, and more easily done in a group of 4 with a mother helper.</li> </ol>
B.O. The student will evaluate and list jobs he can do. B.O. The student will practice using tools in his own room.	
B.O. The student will accept the responsibility of a particular job and carry it out to completion.	
COMMENTS:	<p>CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:</p> <p>Public Services Employability Skills Math, Social Studies</p>
PLANS FOR EVALUATION:	Developed By:  Karjorie Jones

PROGRAM GOAL:	SCHOOL: Vale Elementary
COURSE GOAL:	GRADE: One EST. TIME INVOLVED:
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	<p>Continued from page 1-J-4</p> <p>LEARNING ACTIVITIES</p> <p>RESOURCES</p> <p>4. Students select the jobs they want when cleaning each room (a different one each time). Each child will have a chart with his job on it.</p> <p>5. Each student selects the extra out-of-class job he wants -- Examples of jobs:            a) Clean showcase windows, office windows, and bathroom mirrors.            b) Clean drinking fountains.            c) Shake doormats to outside door and clean underneath.            d) Wash fingerprints off hallway walls.</p> <p>6. Make carrying caddies to carry cleaning supplies; scouring powder, sponges, rags, etc. (use contact paper to decorate).</p> <p>7. Each child will do the different jobs in each room which he signed up for, and is responsible for the completion of that job.</p>
COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
PLANS FOR EVALUATION:	Developed By:  Marjorie Jones

**PROGRAM GOAL:** The student is aware of the consequences of personal decision making.

**TITLE: JANITORIAL SERVICES**

**SCHOOL:** Vale Elementary

**COURSE GOAL:** The student is aware that he is responsible for his decisions.

**GRADE:**  
**EST. TIME INVOLVED:**

<b>INSTRUCTIONAL GOALS &amp; BEHAVIORAL OBJECTIVES</b>	<b>LEARNING ACTIVITIES</b>	<b>RESOURCES</b>
<p>I.G. The student will be able to evaluate his own efforts in relationship to rewards received (monetary and self satisfaction).</p> <p>B.O. The student will fill out an evaluation sheet relating his attitudes and understanding.</p> <p>B.O. The student will compile a scrapbook portraying all efforts throughout the whole unit.</p>	<ol style="list-style-type: none"> <li>1. The student can fill out an evaluation sheet after each job is completed. (He has a right to like or dislike the job he picked but he is responsible for the job completion). On the evaluation sheet he might answer some of the following:           <ol style="list-style-type: none"> <li>a) Title of the job</li> <li>b) Time it took (child records time he started and time he finished on clock)</li> <li>c) Did he like the job? (faces)</li> <li>d) Could I do this job at home?</li> <li>e) What did I like — didn't like?</li> </ol> </li> <li>2. Make scrapbooks—keep copies of letters to janitor and cleaning lady; photographs of janitor and children doing jobs. Pictures of boardwork with written instructions (e.g. have a janitor put 2 desks in the room, etc.)</li> </ol>	Evaluation Sheet (attached)
		<p><b>CAREER EDUCATION CLUSTER:</b> Public Service</p> <p><b>ELEMENT OF CAREER EDUCATION:</b> Decision Making</p> <p><b>SUBJECT AREA CORRELATION:</b> Math, Lang. Arts, Social Studies</p> <p><b>COMMENTS:</b></p> <p>Evaluate scrapbook and evaluation sheets - comments.</p> <p><b>PLANS FOR EVALUATION:</b></p> <p>1-J-6</p>

TITLE: JANITORIAL SERVICES		SCHOOL: Vale Elementary	
PROGRAM GOAL:	The student will be aware that school is a job that requires mastery of basic skills for success.	GRADE: One	
COURSE GOAL:	The student will relate school skills to occupational skills.	EST. TIME INVOLVED:	On-going during unit.
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
I.G. The student will be aware that math is necessary to the janitorial services.  B.O. The students will practice telling time and counting money.	<ol style="list-style-type: none"> <li>Unit on telling time; learn to tell time by hour, half hour, minute. Use this for keeping track of the amount of time spent performing each job.</li> <li>Unit on money; have a play store. Be able to figure out lunch money; count on board by penny, nickel, dime, quarter, penny + penny, etc. (Use this knowledge for figuring out how much money he earned all together.)</li> </ol>	Math books Clock Play money Magnet board Play store	
COMMENTS: These two units are worked in during math time in the total unit on Janitorial Services.		CAREER EDUCATION CLUSTER: Public Service ELEMENT OF CAREER EDUCATION: Skills Awareness, Beg. Comp. SUBJECT AREA CORRELATION: Math	Developed By: Marjorie Jones
PLANS FOR EVALUATION: Evaluate math test on time and money.			1-J-7

**PROGRAM GOAL:** TITLE: JANITORIAL SERVICES

**COURSE GOAL:** The student is aware of the exchange of goods and services  
words which in turn can be exchanged for goods and services.

**GRADE:** One  
**EST. TIME INVOLVED:** one hour

**SCHOOL:** Vale Elementary

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that different jobs provide different rewards.  I.G. The student recognizes that individual choice affects earning power.  B.O. The student will purchase goods with the money he earned.	<ol style="list-style-type: none"> <li>In choosing type of janitorial job he is going to do, the student might also consider the amount of money he will earn for each job. Easy jobs bring less money.</li> <li>Each student will be awarded paper money representing pennies, nickels, etc.</li> <li>Each student may purchase gifts with the money he has. Some will be worth a penny, nickel, dime, etc. Student will figure out how much he can purchase.</li> <li>A bonus could be awarded the two "best" workers if the teacher wants.</li> </ol>	Paper money.  Small items for student to purchase.

COMMENTS:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Public Services Economic Awareness Math, Social Studies
PLANS FOR EVALUATION:  Observe student's reactions and attitudes to job picked, amount of money earned and comments student makes.	Developed By:  Marjorie Jones	1-J-8

PROGRAM GOAL:	The student will relate home and school jobs to community functions.		SCHOOL:	Vale Elementary
COURSE GOAL:	The student is aware of the similarity of jobs found in the school and the home.		GRADE:	One
			EST. TIME INVOLVED:	1/2 hour - 4 days
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES		
<p>I.G. The student recognizes cleaning jobs that are found in the home and in the school.</p> <p>B.O. The student chooses a cleaning job done at school and does this cleaning job at home.</p> <p>B.O. The student compares mother in the home and the janitor at school.</p>	<ol style="list-style-type: none"> <li>1. The student will cut out pictures of home cleaning jobs.</li> <li>2. Pick janitorial type jobs he would like to do at home. See how many of the jobs he did at school will be done at home.</li> <li>3. Teacher will go home with student and take a picture of the student doing one of his home jobs. Put the picture in the scrapbook.</li> <li>4. The student can write a story about jobs he does at home.</li> <li>5. Discuss and compare the way we cleaned house before the unit and after.</li> <li>6. Discuss how mother is like janitor, how mother's job is different from janitor.</li> <li>7. The student will take the attitude sampler again (same as beginning).</li> </ol>	<p>Camera</p> <p>Film</p> <p>Attitude sampler</p>		
COMMENTS:	<p>Evaluate comments made by parents about student cooperation at home. Evaluate attitude sampler.</p> <p>CO 4</p>			
PLANS FOR EVALUATION:	<p>Evaluate comments made by parents about student cooperation at home. Evaluate attitude sampler.</p>			
	<p>Developed By: Marjorie Jones</p>			
	<p>CAREER EDUCATION CLUSTER: Consumer and Homemaking            ELEMENT OF CAREER EDUCATION: Career Awareness            SUBJECT AREA CORRELATION: Social Studies, Lang. Arts</p>			
	<p>1-J-9</p>			

**PROGRAM GOAL:** The student can relate home and school jobs to community functions.

**COURSE GOAL:** The student will relate school skills to occupational skills.

**SCHOOL:** Vale Elementary

**GRADE:** One

**EST. TIME INVOLVED:**

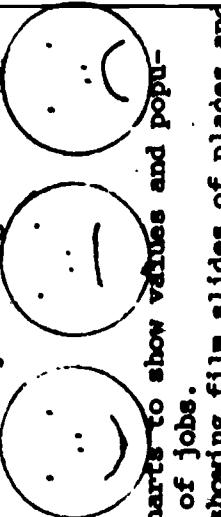
**INSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES**

I.G. The student is aware that all jobs have advantages and disadvantages.

B.O. The student will evaluate school jobs by values and popularity.

**LEARNING ACTIVITIES**

1. Let student draw pictures which show the different school jobs he has surveyed including necessary tools or equipment for the various jobs. He may depict the worth of the job as he sees it by drawing different faces.



2. Make charts to show values and popularity of jobs.
3. After showing film slides of places and people at their work, use follow-up discussion.
  - a) Why do you suppose each worker chose his job?
  - b) How could we find out why our school workers chose their jobs?

**COMMENTS:** This activity is the student evaluation procedure for the study of all school workers.

**PLANS FOR EVALUATION:**

Examine student's responses of school jobs to various occupations. Compare attitudes and understanding developed since beginning the study of school workers.

1-1-10

**PUBLIC SERVICE  
CAREER AWARENESS  
SOCIAL STUDIES**

**DEVELOPED BY:**

**Marjorie Jones**

TITLE: JANITORIAL SERVICES

ATTITUDE QUESTIONNAIRE

(Ask question orally - Student responds with   

Explain each question so student can respond accurately.



Is a cleaning person's job important?



Does a janitor have to work hard?



Do you think a school janitor has to get along with people?



Does a janitor have to learn how to do his job?



Does a janitor have to follow orders and obey rules?



Do you have to be a special kind of person to be a janitor?



Would you like to be a janitor?



Could we do without cleaning services?

**TITLE: JANITORIAL SERVICES**

**TITLE OF THE JOB.** \_\_\_\_\_

**TIME IT TOOK** \_\_\_\_\_



**DID I LIKE THIS JOB?**



**COULD I DO THIS JOB AT HOME? YES**

**NO**

**WHAT IF THIS JOB HADN'T BEEN DONE?**

**WHAT DID I LIKE?**

**WHAT DIDN'T I LIKE?**

**PAYMENT**

**1-J-12**

PROGRAM GOAL: The student is aware of the exchange of goods and services.		SCHOOL: Vale Elementary
	GRADE: One	EST. TIME INVOLVED: Approximately 4 wks.
COURSE GOAL: The student is aware of some goods and services produced in the community.		
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware that milk comes from cows.</p> <p>I.G. The student is aware that many jobs are necessary to produce milk and its by-products.</p> <p>I.G. The student is aware that other products are made from milk.</p> <p>I.G. The student is aware that many jobs are dependent upon one another.</p> <p>I.G. The student recognizes the different processes used to take care of milk.</p> <p>B.O. The student will indicate that milk comes from cows and how grass or food the cow eats turns into milk.</p> <p>B.O. The student will list several jobs necessary to get milk ready to use.</p> <p>B.O. The student can name at least five products that come from milk.</p>	<ol style="list-style-type: none"> <li>1. Creative writing - "Where Do You Think Milk Comes From?" Discuss.</li> <li>2. Discuss poster pictures - <u>Milk Comes From Mammals</u>.</li> <li>3. View <u>Filmstrips</u> and have class discussion.</li> <li>4. Listen to library books read by teacher.</li> <li>5. Read to students from <u>Little Folks Land Joe Boy's Cow</u>, p. 70 <u>Lady Cow's Butter</u>, p. 70 <u>The Little Sick Girl</u>, p. 72 <u>Farmer Green's Grain</u>, p. 73</li> <li>6. View filmstrip <u>How We Get Milk</u>.</li> <li>7. Class discussion on <u>Filmstrip</u> and taking care of milk and processes which are used.</li> <li>8. Role playing - farmer feeding cow, preparing food for cow, milking cow and processing milk; role of transportation in the story of milk</li> </ol>	<p>Filmstrips: <u>Life on a Small Farm</u>, <u>McGraw-Hill</u> <u>Life on a Large Ranch</u>, <u>McGraw-Hill</u> <u>How We Get Milk</u>, SVE</p> <p>Books: <u>I Want To Be A Dairy Farmer</u>, <u>Carla Greene Milk For You</u>, <u>Warren Schloot, Jr.</u> <u>Little Folks Land</u> <u>Madge Bigham</u></p> <p>Points: <u>Farm and Ranch Animals</u>, SVE <u>Dairy Helpers</u>, SVE</p>
COMMENTS: The book <u>Little Folks' Land</u> is out of print.	CAREER EDUCATION CLUSTER: Agriculture-Business & Nat. Resources	ELEMENT OF CAREER EDUCATION: <u>Economics</u> : Awareness SUBJECT AREA CORRELATION: Social Studies, Math, Art
PLANS FOR EVALUATION: All students work is evaluated, e.g. scrapbook, creative writing, role playing, and class discussion.	Developed By: Lois Johnson	

## TITLE: THE PRODUCTION OF MILK AND ITS BY PRODUCTS

PROGRAM GOAL:

SCHOOL: Vale Elementary

COURSE GOAL:

Continued from page 1-K-1

GRADE: One

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
B.O. The student can tell the story of making butter or ice cream.	<p>9. Trip to grocery store or farm.</p> <p>10. Students will write stories and illustrate.</p> <p>11. Present a large outline picture of a cow. Have students find pictures of milk products and fill in cow to make a mosaic.</p> <p>12. Make a mural telling the story of milk.</p> <p>13. Make a scroll theater story with illustration about milk.</p> <p>14. Make a class scrapbook depicting all aspects of milk and milk products.</p> <p>15. Make butter in the classroom.</p> <p>16. Make ice cream in the classroom.</p> <p>17. Have lesson on measurement in math.</p> <p>18. Creative writing about experiences with making butter and ice cream.</p> <p>19. Finish class scrapbook.</p> <p>20. Students role play the job they liked best during the unit.</p>	<p>Miscellaneous pamphlets National Dairy Assn.</p> <p>Ingredients for butter Ingredients for ice cream</p> <p>Magazines for pictures</p> <p>Tools for measurement</p>

COMMENTS:

CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

RECIPE FOR ICE CREAM - 4 QT. FREEZER

3-4 eggs beaten slightly  
2 T. vanilla  
4-5 cans evaporated milk

After mixing all ingredients, fill remainder of freezer with canned milk. Freeze using 1 part rock salt to 7-8 parts ice. After frozen let set for couple of hours.

1-K-2

Developed By:

Lois Johnson

CASHMERE, PESHASTIN-DRYDEN  
CAREER EDUCATION PROJECT

GRADE TWO: UNIT TITLES

1. Jobs in a Community . . . . . 2-A-1  
Harriet Green, JoAnn Lewis, Shirley Scott
2. Energy . . . . . 2-B-1  
Harriet Green, JoAnn Lewis, Shirley Scott
3. Holland . . . . . 2-C-1  
Harriet Green
4. Developing Food Service Skills -- A Luncheon. . . . . 2-D-1  
Harriet Green
5. The Post Office and Its Employees . . . . . 2-E-1  
Harriet Green, JoAnn Lewis, Shirley Scott
6. The Community . . . . . 2-F-1  
Norma Berg
7. Goods and Services . . . . . 2-G-1  
Harriet Green, JoAnn Lewis, Shirley Scott
8. Barter Day . . . . . 2-H-1  
Harriet Green, JoAnn Lewis, Shirley Scott
9. Food and Its Origin . . . . . 2-I-1  
Harriet Green, JoAnn Lewis, Shirley Scott
10. Communications Skills . . . . . 2-J-1  
Harriet Green, JoAnn Lewis, Shirley Scott
11. Math Skills and Occupations . . . . . 2-K-1  
Harriet Green, JoAnn Lewis, Shirley Scott
12. Making and Selling a Food Product . . . . . 2-L-1  
Harriet Green, JoAnn Lewis, Shirley Scott
13. Sometimes Our Hobby Becomes Our Job . . . . . 2-M-1  
Harriet Green, JoAnn Lewis, Shirley Scott
14. Understanding Self an' Others . . . . . 2-N-1  
Norma Berg
15. Relating Academic Subjects to Occupations . . . . . 2-O-1  
Harriet Green, JoAnn Lewis, Shirley Scott

**TITLE:** JOBS IN A COMMUNITY

**PROGRAM GOAL:** The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.

**COURSE GOAL:** The student is aware that there is dignity in work and work is important.

**SCHOOL:** Vale Elementary

**GRADE:** Two.

**EST. TIME INVOLVED:** 5 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G: The student will identify and investigate some occupations in the community so he will recognize the importance, relationship and interdependency of each.</p> <p>B.O. The student will interview his/her parents about their occupations and share this information with the class.</p> <p>B.O. The student will bring items that pertain to the parents jobs and share with class.</p>	<ol style="list-style-type: none"> <li>Ask students to tell about their parents occupations. Then have them paint or draw a picture illustrating their parents at work.</li> <li>Students will interview their parents and find two related jobs bringing tools of the jobs to illustrate. Compare these occupations and how they help us and how they help other occupations.</li> <li>Have children keep tally of kinds of workers they see on the way to school. Discuss what each worker mentioned does.</li> <li>Children make stand-up workers and place in community layout in appropriate work setting.</li> </ol>	<p>Art supplies</p> <p>Items representing parents' occupations</p>

**COMMENTS:** Student enthusiasm was extremely high for this activity. Most students showed pride in their parents' occupations.

**PLANS FOR EVALUATION:**  
Teacher observation of sharing tools of the trade with class

**AII**  
CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:

Career Awareness  
Language Arts, Art  
Social Studies

Developed By:

Harriet Green

2-A-1

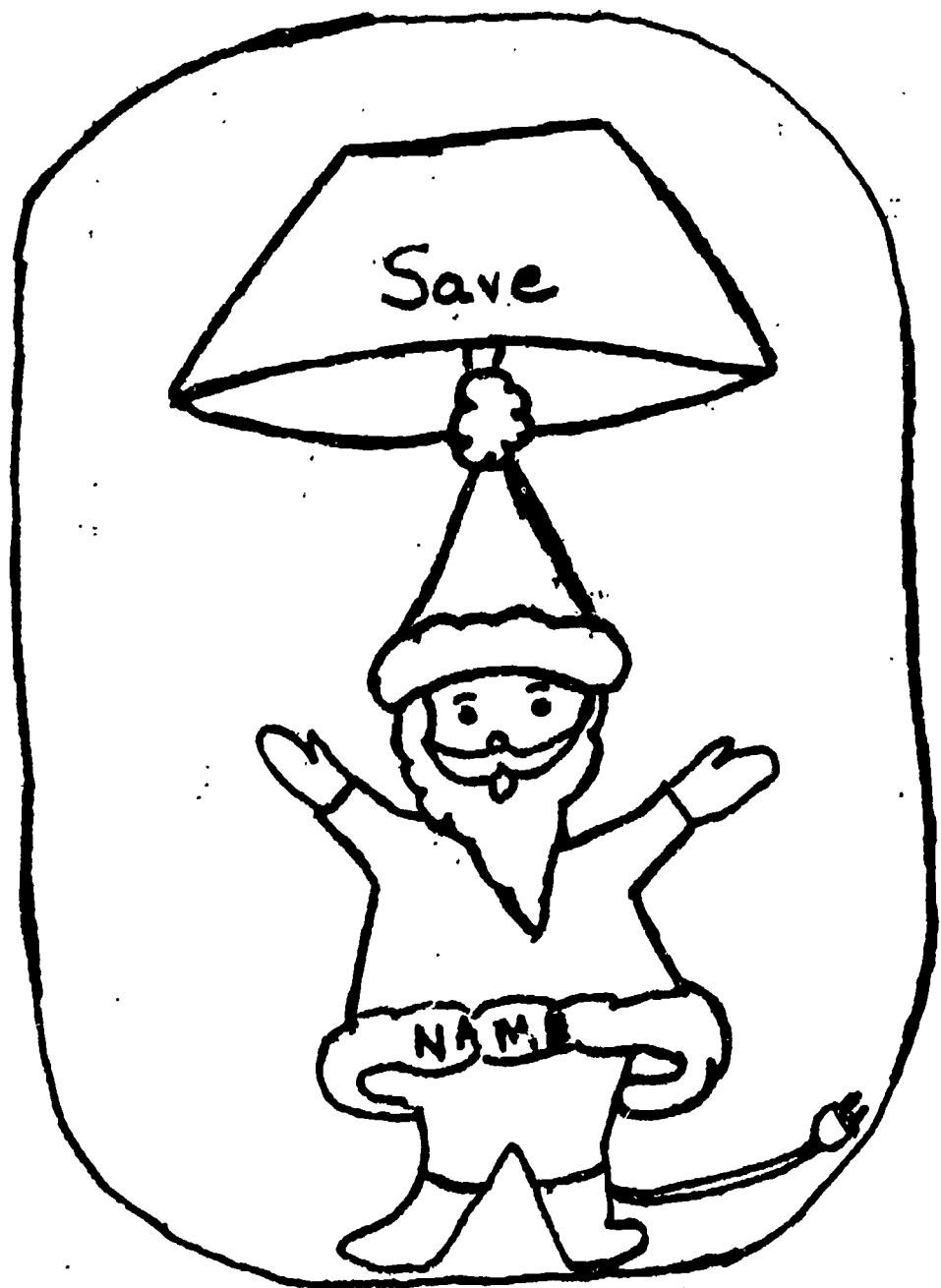
TITLE : JOBS IN A COMMUNITY		SCHOOL: Vale Elementary
PROGRAM GOAL:	The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each job.	GRADE: Two
COURSE GOAL:	The student can recognize that there are many different kinds of jobs in a community.	EST. TIME INVOLVED: one week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. Each student will read a book on a different occupation in the community.	<ol style="list-style-type: none"> <li>1. View film (discuss)</li> <li>2. Each student reads a book and writes a report.</li> <li>3. Each student reads his report to the class.</li> <li>4. Display reports and pictures on bulletin board. Later bind into book form.</li> <li>5. Play "What's My Line"</li> </ol>	<p>Film - SD #167 "Helpers in the Community"</p> <p>SVE Sound Filmstrips "Community Workers and Helpers"</p>
B.O. Each student will fill in a simplified book report sheet and draw a picture.		<p>Books: I Want To Be series Let's Go series, Childrens Press, Chicago</p> <p>I Know series, and Let's Go series, G.P. Putnam, New York</p> <p>Peabody Kit #2 - All occupation cards - Clothing cards- Tool cards</p>
		All
		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:
		Developed By:
		Harriet Green
		Joan Lewis
		Shirley Scott

PROGRAM GOAL: The student can analyze alternatives to problems and be able to express them verbally and in written form		SCHOOL: Vale Elementary
COURSE GOAL: The student becomes aware that the loss of energy affects many occupations, and indirectly or directly the family unit, regarding economics, comfort and pleasure.		GRADE: Two EST. TIME INVOLVED: 6 hours
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the responsibility of each individual to conserve energy.	1. Write lists at home of ways to conserve energy, share with class. 2. Bring pictures from home of things that use electricity.	Cookies Badges Promotional Advertisement "Come on Kids and get a Free cookie. Meet in the gym at 2:00 and take the energy pledge" (See sample of badge on back)
B.O. The student will write lists of what people can do to conserve energy and share with class.	3. All students take energy pledge - "I pledge to save energy." Students sign chart.	Focus Kit - SRA Unit M "Here I Am" page 21-22 (Problem solving process)
B.Q. The student will listen to TV and read the paper to find examples of the energy crisis and share with the class.	4. Students role play various ways they can conserve energy. (regular toothbrush instead of electric one, etc.)	
B.O. The student will role play ways that energy can be saved.	5. Invite other classes to take pledge. Stations set up utilizing 3 students. One gives pledge; one passes out badges and one gives cookies.	
B.O. The student will take the Pledge and also administer the Pledge to other students.		
COMMENTS: This unit came about because of the energy crisis and one student's mother who writes promotional material for a radio station as an occupation.		Environmental and Nat. Resources and Energy Decision Making
PLANS FOR EVALUATION:	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Developed By: Harriet Green JoAnn Lewis Shirley Scott
Student lists from home and pictures from home.		2-B-1

UNIT TITLE: ENERGY  
Continued from Page 2-B-1

BADGE



(Santa badges were used, because this unit was conducted  
at Christmas)

2-B-2

PROGRAM GOAL: The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.		SCHOOL: Vale Elementary
COURSE GOAL: The student recognizes that many jobs are necessary to maintain any community.		GRADE: Two
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will compare the occupations in Holland with occupations available in the U.S. and particularly Cashmere.	<ol style="list-style-type: none"> <li>Inquiry less: on Holland after viewing pictures on bulletin board.</li> <li>Compare money from Holland to ours in regards to size, shape and worth.</li> </ol>	Bulletin board pictures Money from Holland
B.O. The student can state 5 differences and five similarities between jobs in Holland and Cashmere.	<ol style="list-style-type: none"> <li>Discuss why many of the old customs are not used today such as wind-mills, wooden shoes, etc. Compare to some old customs that we do not follow anymore.</li> <li>Discuss differences and similarities regarding industry, transportation, government, tourist trade, fine arts and towns known for one industry, i.e. Edam-cheese.</li> <li>Letter for review of occupations and vocabulary.</li> </ol>	Realia: dolls, jewelry Math game-attached Bingo game - attached Filmstrip "Children of Holland" - ISD #167
COMMENTS:	CAREER EDUCATION CLUSTER: All ELEMENT OF CAREER EDUCATION: Career Awareness SUBJECT AREA CORRELATION: Social studies, Math	Developed By: Harriet Green
PLANS FOR EVALUATION: Bingo game for vocabulary words Each student make a booklet depicting Holland		2-C-1

PROGRAM GOAL: TITLE: HOLLAND  
The student is aware of the capabilities and limitations of individuals.

Vale Elementary

COURSE GOAL:

The student recognizes that there are many different jobs each requiring different skills and abilities in every community.

**INSTRUCTIONAL GOALS &  
BEHAVIORAL OBJECTIVES**

- I.G. The student becomes aware that many skills are required to prepare and serve a meal.
- I.G. The student is aware that occupations exist that deal with proper nutrition.
- B.O. The student will prepare, serve and eat a typical Holland breakfast.
- B.O. The student will prepare charts that categorize food into the 4 basic groups.
- B.O. The student will assemble place mats, using the assembly line process.
- B.O. The student can measure a period of time by reading an egg timer.
- B.O. The student can conclude that each individual by cooperating and doing their own task can produce a finished product.

**LEARNING ACTIVITIES**

1. Discuss the type of breakfast In Holland and how this particular type of meal is significant to their industry and farming.
2. A nutritionist discusses her job and the importance of good nutrition.
3. Plan a menu (cheese, cold ham, boiled eggs, cold bread, butter, jelly & hot chocolate). Relate to 4 basic food groups.
4. Make place mats (art project) using assembly line.
5. Make a menu and cover for it.
6. Practice table setting.
7. Practice boiling eggs using an egg timer i.e. 3, 4 & 5 minutes to see how each child want their eggs at the breakfast.
8. Form committees so each child has a specific job to do at the breakfast (whip cream, cut cheese, set table, fold napkins, fill jelly cups, fix platters of ham, cheese and bread, boil eggs, etc.)

**RESOURCES  
NUTRITIONIST AS RESOURCE**

- Person
- Art supplies
- Food for breakfast
- Egg timer
- Hot plate
- Pans
- Table settings
- 30 cup coffee maker for hot water for chocolate
- Salt and pepper

SCHOOL:

Two

GRADE:

4 hours

EST. TIME INVOLVED:

**HOSPITALITY & RECREATION  
CONSUMER & HOMEMAKING REL.**

**SELF AWARENESS**

**SOCIAL STUDIES, MATH, ART  
AND NUTRITION**

**CAREER EDUCATION CLUSTER:  
ELEMENT OF CAREER EDUCATION:  
SUBJECT AREA CORRELATION:**

**CAREER EDUCATION CLUSTER:**

**ELEMENT OF CAREER EDUCATION:**

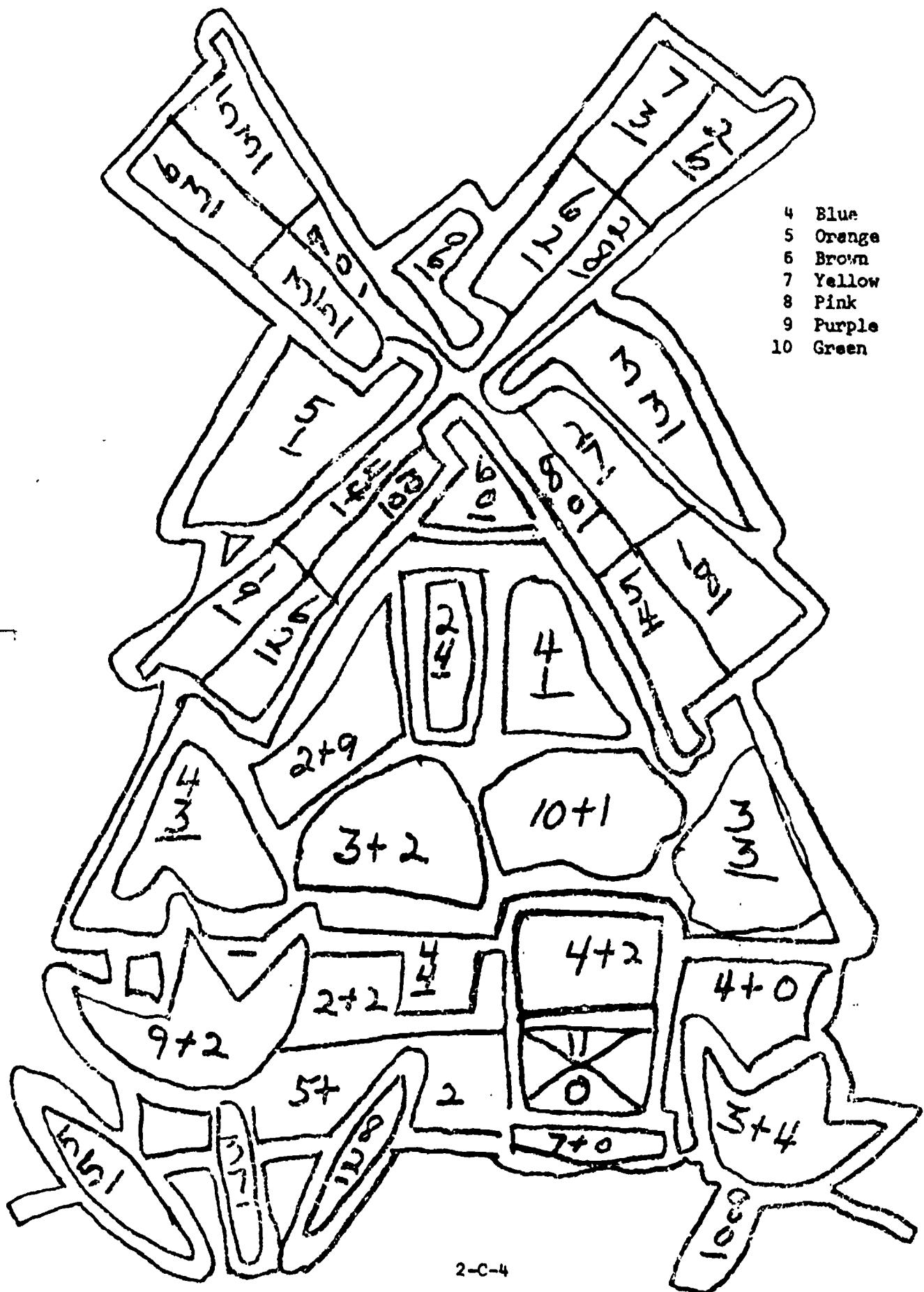
**SUBJECT AREA CORRELATION:**

Developed By: Harriet Green

PLANS FOR EVALUATION:  
Breakfast will evaluate skills

2-C-2

PROGRAM GOAL:	TITLE: HOLLAND The student will relate basic skill development to life roles within the community.		SCHOOL: Vale Elementary
COURSE GOAL:	The student is aware that different occupations require different skill development.		GATE: Two EST. TIME INVOLVED: 3 hours
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RISCUCE,	
I.G. The student is aware of the many occupations and specific skills involved in operating a greenhouse.	<ol style="list-style-type: none"> <li>Students visit greenhouse and florist shop.</li> <li>Students each plant a tulip bulb in a pot donated by the greenhouse. The manager of the greenhouse demonstrates and explains the procedure, the type of dirt needed, care of plants, etc.</li> </ol>	Field trip: Kashmir Gardens Resource Person: Greenhouse manager	
B.O. The student will visit a greenhouse to see how various skills relate to specific jobs.		Tulip bulbs	
B.O. The student will plant a tulip bulb for forced Christmas blooming.	<ol style="list-style-type: none"> <li>Thank you letters written to manager of the greenhouse by students.</li> <li>Students draw pictures that depict jobs in a greenhouse.</li> </ol>		
PLANS FOR EVALUATION:		Comments: This is part of the culminating activities for the unit on Holland	Agri-business, Marketing and Distribution Educational Awareness Social studies, Science, Development, Language Arts, Art
		Teacher observation	Harriet Green



BINGO GAME  
HOLLAND UNIT

- |     |                  |
|-----|------------------|
| 1.  | Amsterdam        |
| 2.  | Netherlands      |
| 3.  | Rotterdam        |
| 4.  | Canals           |
| 5.  | Dikes            |
| 6.  | The Hague        |
| 7.  | Marken           |
| 8.  | Volendam         |
| 9.  | Haarlem          |
| 10. | Alkmaar          |
| 11. | Stork            |
| 12. | Rembrandt        |
| 13. | Jan Vermeer      |
| 14. | Vincent Van Gogh |
| 15. | Frans Hals       |
| 16. | Polder Land      |
| 17. | North Sea        |
| 18. | Government       |
| 19. | Diamonds         |
| 20. | Edam             |
| 21. | Holland          |
| 22. | Sunflowers       |
| 23. | Tulips           |
| 24. | Windmills        |
| 25. | Delf             |
| 26. | Bicycles         |
| 27. | Klompen          |
| 28. | Zuider Zee       |

Directions:

Students pick 16 different words from list and write one in each square. The teacher gives a definition or description, if the student has that word he covers it.

The Netherlands  
October, 1973

Greetings to you all,

What a wonderful time I'm having. It has been especially exciting running into so many of my friends. They say it is a small world. You too will believe this after reading my letter. It was just one surprise after another.

To start with the pilot of my plane from Seattle, Washington was \_\_\_\_\_ and the co-pilot was \_\_\_\_\_. Out of the six stewardesses two were from Cashmere, \_\_\_\_\_. and \_\_\_\_\_. They took good care of me and gave me the best of service. Looking out the airplane window I had my first view of the Netherlands. It's a beautiful green country with many many canals. \_\_\_\_\_ said, "God created the world but the Dutchmen themselves created Holland". I found this to be true after seeing all the dikes around Amsterdam. Some of the dikes are so big that big highways are on top of them.

\_\_\_\_\_ was in charge of all the big equipment machines. He took me out to see the polder land and explained that this was the land that had once been under water. At one time the pumping of water had been done by windmills. \_\_\_\_\_ took me to see the electric pumps that are now used and there was \_\_\_\_\_ in charge of the operation.

and \_\_\_\_\_ took me to the hotel \_\_\_\_\_. managed. I walked up three flights of the most narrow steps I have ever seen to get to my room. \_\_\_\_\_ pointed out the big hooks outside the windows. This was used to haul up big pieces of furniture because it would be impossible to use the stairs.

While in Amsterdam I went to see a diamond cutting factory. \_\_\_\_\_ was working there. \_\_\_\_\_ told me several interesting things. A diamond is so hard that only another diamond can be used for the cutting. He told me that Amsterdam has been the diamond cutting center of the world since the days when the Dutch traders brought diamonds from the East Indies and Africa.

Now my friends decided I should take a canal tour of Amsterdam, the largest city. \_\_\_\_\_ was the pilot of my canal-boat. As I stepped in \_\_\_\_\_ snapped my picture which I'm enclosing. The buildings are made of bricks and are tall and narrow. There is no space between buildings. This is such a small country and there are so many people that land can't be wasted. As I looked at the narrow streets on either side of the canal I saw men, women and children all riding bicycles. Many other boats were traveling up and down the canal. Some were docked as they were houseboats. We stopped a moment to talk to \_\_\_\_\_ as she was on deck hanging out the family wash.

The next morning \_\_\_\_\_ took me on a walking tour of the city. We first went to the flower market. The flowers and plants were lovely. At one flower stall was \_\_\_\_\_ and \_\_\_\_\_. They showed me tulip bulbs that are sent to all parts of the world.

\_\_\_\_\_ and \_\_\_\_\_ took me to Haarlem, just a short distance away. This is the tulip center. Also there is a chocolate factory. \_\_\_\_\_ was our guide and she gave us several samples. Before leaving Haarlem I visited the Frans Hals Museum. There I saw The Laughing Cavalier painting by Hals.

That afternoon I went to see the modern VanGogh museum. Although The Starry Night wasn't there, I saw many of the VanGogh's sunflower paintings.

Of course I couldn't miss the famous Rijksmuseum Museum. The most exciting painting was Rembrandt's The Night Watch. As I sat down to view this masterpiece, I found \_\_\_\_\_ sitting next to me. She has been studying art and took me to see The Artist in His Studio by Jan Vermeer. \_\_\_\_\_ was painting a copy of this. There were many young artists copying the paintings of the Great Masters.

The next morning I left by boat for the island of Markem and the town of Volendam. In these villages the people wear the dutch costume. This is done mainly for the fourists. As I was walking along the dock at Volendam, \_\_\_\_\_ came in with his fishing boat filled with herring.

When in Delft I went to see where the delft pottery and glassware was made. \_\_\_\_\_ was my guide. She pointed out the famous dutch blue delft.

Page Three

It was a lucky break that I arrived in Alkaar on Friday. This is the day of the big cheese market. The big rounds of cheese were brought in on what looked like big sleds. \_\_\_\_\_ said her father belonged to the Guild that wore the red hats. \_\_\_\_\_ told me that this Edam cheese is shipped all over the world.

The next morning I took off for Rotterdam, the second largest city. During World War II Rotterdam was destroyed by bombs. It is now a beautiful modern city with wide streets. The first thing I did was to go to the American Express and cash a traveler's check into guilders. Who should be the cashier, but \_\_\_\_\_. \_\_\_\_\_. took me to the Euromast for lunch.

The Euromast reminded me of the Space Needle in Seattle. Rotterdam is one of the busiest seaports and is the third largest shipbuilding country in the world.

The Hague was the next stop. This is the seat of the government and where the laws are made. While I was there I visited the Peace Palace. \_\_\_\_\_ was my hostess. That evening \_\_\_\_\_ took me out to Madurodam, a miniature town, which has buildings of all Holland. There were even ships, trains, planes, and cars that all move. Many industries of Holland were shown. While walking around we met \_\_\_\_\_.

The next morning I went to a sidewalk cafe and \_\_\_\_\_ served me a typical Holland breakfast. This was cold ham, cheese, a soft boiled egg, bread and butter, jelly, and hot chocolate with whip cream. You can guess from this breakfast that there are many dairy farms in Holland. \_\_\_\_\_ told me that most dairy farmers also raise poultry. Just as I was finishing breakfast, \_\_\_\_\_ came by on her bike. She suggested that I take a ferry boat from the Hook of Holland to England which is about 100 miles west across the North Sea. Since \_\_\_\_\_ works for the ferry company, she is going to book a stateroom for me on the night sailing of Capt. \_\_\_\_\_ ship.

It has been a wonderful trip and I enjoyed seeing and visiting with all my old friends.

Sincerely,

Mrs. Green

PROGRAM GOAL:	The students will understand the money exchange system vs. the barter system.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will recognize the performance of work results in products or services which in turn can provide money.	GRADE:	Two
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
I.G. The student will recognize that money is required to fulfill needs.	1. Discuss having lunch at Taco Time. 2. Group discussion of ways to earn money for lunch. 3. Make plans for businessmen's lunch (Community Helpers).		
B.O. The student will list ways to make money for lunch and as a group will select one way.	a) make list of those to invite b) list jobs needed. c) list skills required for each job.		
B.O. The student will list jobs and skills necessary to serve a luncheon.			
COMMENTS:	This luncheon is to earn money so that students can have lunch at Taco Time to culminate the unit on Mexico.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Hospitality & Recreational Economic Awareness Math, Lang. Arts, Health Developmental Nutrition
PLANS FOR EVALUATION:	Student made lists of jobs and skills required.	2-D-1	Harriet Green

TITLE: DEVELOPING FOOD SERVICE SKILLS THROUGH A FUND RAISING LUNCHEON

SCHOOL: Vale Elementary

GRADE: Two

OBJECTIVE: The student will be aware of the importance of getting along with other people.

EST. TIME: 1 1/2 HOURS

APPROX. FOUR HOURS

LEARNING ACTIVITIES:

- I.G. The student will recognize that workers are interdependent. The performance of work is facilitated by preparation for the work, ability to work with others, employability "traits", organizational pattern, resources available, division of labor, level of knowledge and skill development.
  - I.G. The student will develop a realization of the value of the interdependency of workers when everybody has a job.
  - I.G. The student will evaluate the interdependency of workers in a situation when everybody has an assigned job.
  - B.O. The student will make invitations, tickets, table cloths, menus and centerpieces.
  - B.O. The student will write recipes for the menu selected.
1. Set up committees - cooking food, setting table, serving.
  2. Write invitations.
  3. Make tickets - use assembly line.
  4. Make table cloths.
  5. Make menus.
  6. Construct centerpieces for tables (paper flowers set in a small can held by plaster paris.)
  7. Write recipes.

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COMMENT:

CAREER EDUCATION CLUSTER: Hospitality & Recreation  
ELEMENT OF CAREER EDUCATION: Appreciations & Attitudes  
SUBJECT AREA CORRELATION: Lang., Arts, Art

PLANS FOR EVALUATION:

Items made for the luncheon will be used as an evaluation.

2-D-2

DEVELOPED BY:

Harriet Green

PROGRAM GOAL:	The student will be aware of the capabilities and limitations of individuals.	SCHOOL:	Vale Elementary
COURSE GOAL:	The student will develop attitudes, knowledge, and skills needed for effective employment.	GRADE:	Two
		EST. TIME INVOLVED:	Approx. 6 hours
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
I.G. The student will analyze the need for knowledge of math skills.  I.G. The student will recognize that each individual job requires certain skills.  B.O. The student will make change.  B.O. The student can demonstrate proper table setting.  B.O. The student can prepare and serve a luncheon.  B.O. The student participation on day of luncheon will be the evaluation.	<ol style="list-style-type: none"> <li>1. Discuss different measurements needed in recipes.</li> <li>2. Practice working with money and making change.</li> <li>3. Role play setting a table.</li> <li>4. Role play serving &amp; clearing a table.</li> <li>5. Prepare salads, casseroles &amp; cookies for luncheon.</li> <li>6. Serve luncheon to 20 businessmen from the community.</li> <li>7. Find out profit from luncheon.</li> </ol>	<p>Table setting Play money Food for luncheon</p>	
COMMENTS:	The casseroles were made at the homes of parents by several students (3-5) and a mother helper. These were frozen until the day of the luncheon.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	Hospitality & Recreational Self Awareness Social Studies, Math Development
PLANS & EVALUATION:	Student participation on day of luncheon will be the evaluation.		Harriet Green

**TITLE: DEVELOPING FOOD SERVICE SKILLS THROUGH A FUND RAISING LUNCHEON**

**PROGRAM GOAL:** The student will gain knowledge of jobs necessary to maintain the community and their dependency on each other.

**COURSE GOAL:** The student will develop attitudes, knowledge and skills for effective employment.

**SCHOOL:** Vale Elementary  
**GRADE:** Two  
**EST. TIME INVOLVED:** 4 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. Students will become aware of different occupations in the community that deal with food products.	1. Field trip to "Taco Time" 2. Write report of field trip	Large paper for pictures.
B.O. The student will write a report of the field trip listing 5 different jobs necessary in food services.	3. Draw picture of what was seen 4. Make class scrapbook showing all activities.	
B.O. The student will draw a picture of one aspect of the field trip.		

**COMMENT:** While at "Taco Time" the manager explained the food/career education cluster: service and restaurant work to the students. Also stressed cleanliness, subject area correlation: social studies, lang. arts, art.

**PLANS FOR EVALUATION:**

The teacher will use written reports and pictures as a means of evaluation

2-D-4

Developed By: Harriet Green

**PROGRAM GOAL:** The student will relate basic skill development to the life roles within the community.

**COURSE GOAL:** The student understands the process of mailing a letter and the role of the post office in his community.

<b>TITLE:</b> THE POST OFFICE AND POSTAL EMPLOYEES		SCHOOL: Vale Elementary
	GRADE: Two	
	EST. TIME INVOLVED: one week	
INSTRUCTIONAL SCALES & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
<p>I.G. The student is aware of the sending and receiving of mail to his own address.</p> <p>I.G. The student is aware of the sending and receiving of mail to other areas.</p> <p>B.O. The student can list in correct order the steps of a letter from sender to receiver.</p>	<ol style="list-style-type: none"> <li>View films and have class discussion.</li> <li>Role play what happens to a letter from sender to receiver.</li> <li>Write a letter to parents or make a holiday card to mail to parents.</li> <li>Field trip to the main post office or branch office. Watch own letters go through the postal processes. All employees explain their jobs.</li> <li>Write a thank-you letter to the post office.</li> </ol>	<p>Films:  <u>The Mailman</u>  <u>A Letter to Grandmother</u></p> <p>Books:  <u>Mr. Zip &amp; U.S. Mail</u>,  <u>Jene Barr</u>  <u>Seven Little Postmen</u>,  <u>Margaret Brown</u>  <u>Let's Go To a Post Office</u>,  <u>Naomi Buckheimer</u>  <u>I Want to Be a Postman</u>,  <u>Carla Greene</u>  <u>True Book of Our Post Office</u>  <u>and Its Helpers</u>, <u>Irene Miner</u></p> <p><u>What Happens When You Mail a Letter</u>, <u>Arthur Shay</u></p>

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**COMMENTS:** A quiz is given by postmaster after field trip

**CAREER EDUCATION CLUSTER:**  
 ELEMENT OF CAREER EDUCATION:  
 SUBJECT AREA/CORPORATION:  
 Social Studies, Lang.

**PLANS FOR EVALUATION:**  
 Superior For: Arts

This unit can be used anytime during the year to correlate with a holiday; e.g. Valentines Day, Christmas, Mothers Day, etc.

Harriet Green  
 JoAnn Lewis  
 Shirley Scott

PROGRAM : COURSE : <b>I.G.</b> The student is aware of the many varied jobs in the local community. <b>B.O.</b> The student will identify and investigate some occupations in the local community. <b>B.O.</b> The student will investigate through magazines and books the great scope of work world wide. <b>B.O.</b> The student will compare jobs locally to jobs world wide.		TITLE: THE COMMUNITY The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other. The student is aware that there is dignity in all work and that work is important.		SCHOOL : Peshastin-Dryden Elementary GRADE : Two EST. TIME INVOLVED: 2 weeks and approx. 30 min. each visit by resource person.
OBJECTIVES		LEARNING ACTIVITIES		RESOURCES:
<b>I.G.</b> The student is aware of the many varied jobs in the local community. <b>I.G.</b> The student will recognize the importance, relationship between, and interdependency of, each job in the local community. <b>B.O.</b> The student will identify and investigate some occupations in the local community. <b>B.O.</b> The student will investigate through magazines and books the great scope of work world wide. <b>B.O.</b> The student will compare jobs locally to jobs world wide.		1. Each student tells about parents' occupations. 2. The student takes a walking field trip through the community and keep a tally of all occupations visible. 3. The student tours a warehouse and observes the many skills involved in packing fruit. 4. Construct a "World of Work" bulletin board by cutting pictures from all types of newspapers and magazines and mounting them. (Teacher label each job.) 5. Parents and local resource people visit the class and share tools, uniforms, skills needed and answer questions. 6. Each student read a book on an occupation and write a report of his choice utilizing pictures for a class scrapbook.		<b>Resource Persons:</b> Parents <b>Local businesses:</b> Warehouse Post office Service station Library Churches Firehall Grocery store Trucking firm School Private music teacher Furniture store <b>Books and Periodicals:</b> Newspapers and magazines I Want To Be Series
COMMENTS : The parents and local resource people visit the class throughout the year whenever convenient.		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:		All Career Awareness Social Studies
PLANS FOR EVALUATION: Students list 10 jobs in their community.		Developed By: <b>Norma Berg</b>		2-F-1

**TITLE:** THE COMMUNITY

**PROGRAM GOAL:** The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.

**COURSE GOAL:** The student is aware of his community as a unit necessary for well-being of its citizens.

SCHOOL: Peshastin-Dryden Elementary Two	GRADE: Two	EST. TIME INVOLVED: one week 30 minutes daily
<b>INSTRUCTIONAL GOALS &amp; BEHAVIORAL OBJECTIVES</b>	<b>LEARNING ACTIVITIES</b>	<b>RESOURCES</b>
<p>I.G. The student will gain an overall picture of his own neighborhood.</p> <p>I.G. The student will gain insight into why that particular location was chosen for his community.</p> <p>B.O. The student will participate in the construction of a large map of his community.</p>	<p>1. The students construct a large map of the area. This map will show roads, rivers, railroads, streets, bridges, homes, school, churches, business district, orchards, etc.</p> <p>2. The map will then become a bulletin board display.</p>	<p>Books: <u>Our Working World-Neighbors At Work, S.R.A.</u></p> <p>Maps of the local area</p>
<b>COMMENTS:</b>	<b>CAREER EDUCATION CLUSTER:</b>	
	ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:	<b>Developed By:</b>
	All Career Awareness Social Studies	Norma Berg
<b>PLANS FOR EVALUATION:</b>		2-F-2

PROGRAM GOAL:	TITLE: <b>GOODS AND SERVICES</b> The student will analyze alternatives to problems and be able to express them verbally and in written form.		SCHOOL: <b>Vale Elementary</b>
COURSE GOAL:	The student is aware that the performance of work results in products or services.		GRADE: <b>Two</b>
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	
1.G. The student understands the differences between producers of goods and producers of services.	1. Use samples of pictures products to motivate a discussion of questions: a) Could you use these b) Are these goods free c) What did someone have to make these goods? d) How many producers of you name?	Our Working World, Families at Work Workbook, S.R.A.	
B.O. The student will identify many occupations and define whether the work results in services or products.	2. Discuss pages from workbook <u>oles</u> at Work. 3. Students role-play showing services as jobs. 4. Students find pictures to put on bulletin board identifying goods and services. 5. Students role play - making decisions. 6. Play goods and services games. 7. Inquiry game - categorizing.		
110	COMMENTS:	CAREER EDUCATION CLUSTER: <b>Marketing &amp; Distribution</b> DEPARTMENT OF SAFER EDUCATION: <b>Decision Making</b> SUBJECT AREA COORDINATION: <b>Social Studies, Language</b>	PLANS FOR EVALUATION: Developer: <b>Arts</b> Harriet Green JoAnn Lewis Shirley Scott

PROGRAM GOAL:	TITLE: <b>BARTER DAY</b> The student will understand the money exchange system vs. the barter system.		SCHOOL:	Vale Elementary
COURSE GOAL:	The student is aware that our society is based upon the monetary system rather than the barter system.		GRADE:	Two
INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES		LEARNING ACTIVITIES	RESOURCE:	
<p>I.G. The student will understand the difference between a monetary system and a barter system.</p> <p>B.O. The student will write an ad for exchange items.</p> <p>B.O. The student will participate in exchanging items with each other.</p> <p>B.O. The student will compare a monetary system with a barter system.</p>		<ol style="list-style-type: none"> <li>1. Discuss pages from <u>Our Working World Families at Work Workbook</u>.</li> <li>2. Class discussion of newspaper ads and catalog pictures to stimulate interest.</li> <li>3. Students write a want ad about the item they brought for exchange day.</li> <li>4. Barter Day: children will exchange something with each other in their own room and discuss if they are happy or unhappy about it.</li> <li>5. Students then exchange items with students in another room.</li> </ol>	<u>Our Working World Families at Work Workbook</u> , S.R.A. Catalogs and magazines Items for exchange	
COMMENTS: This activity is undertaken during the social studies unit on Eskimos.		CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION:		Marketing & Distribution Economic Awareness Social Studies, Math, Language Arts
PLANS FOR EVALUATION:		Developed By:		Harriet Green JoAnn Lewis Shirley Scott

PROGRAM GOAL:	The student will gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	
COURSE GOAL:	The student will examine the concepts of work and work roles, and the multiple occupational possibilities.	SCHOOL: Vale Elementary GRADE: Two EST. TIME INVOLVEMENT: two weeks
INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCE
I.G. The student is aware of the many varied occupations related to the food business.	<ol style="list-style-type: none"> <li>Students bring in pictures that relate to people working around food.</li> <li>Field trips to bakery, grocery store, candy factory, cannery. Students keep a tally of the different jobs they see, and observe interdependence of jobs.</li> <li>Class discussion of advantages and disadvantages of jobs and each child picks out the job they like the most and draws a picture of it.</li> <li>Class discussion of team work and how it affects producing a product.</li> <li>Write thank-you letters to merchants.</li> <li>Students divide into committees - each committee making a diorama depicting a business that they visited. Try to represent all workers in the business.</li> </ol>	<u>Cur Working World, Neighbors at Work Workbook, S.R.A.</u> <u>Readiness for Map Skills Weekly Reader</u> <u>Science Reading Adventures Weekly Reader</u>
B.O. The student will identify and investigate occupations in the community that deal with food products.		Game: Shopping Center
B.O. The student will categorize food into the four food groups.		
COMMENT:	This unit is part of the total unit on nutrition. Climate in relation to the production of food is stressed.	CAREER EDUCATION CLUSTER: ELEMENT OF CAREER EDUCATION: SUBJECT AREA CORRELATION: Career Awareness Health, Science, Social Studies, Lang. Arts
PLANS FOR EVALUATION:	Committee work	Developed By: _____ Harriet Green JoAnn Lewis Shirley Scott